ED 287 973
AA 001 170

Resources in Education (RIE). Volume 23, Number 4.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 287 974
CE 047 692

Starting Where the People Are: The African Medical and Research Foundation (AMREF). Carnegie Quarterly, Volume XXXII, Number 2.
Carnegie Corp. of New York, N.Y.
PUB DATE- 87
NOTE- 13p.; Illustrations will not reproduce well.
LANGUAGE- English

ED 287 987
CE 048 596

Laugen, Ronald C.; Hintzen, Neil
Dental Assistant Test Development Project. Final Report.
Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Aug 86
NOTE- 549p.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Competence; Competency Based Education; *Criterion Referenced Tests; *Dental Assistants; Evaluation Methods; Field Tests; Higher Education; *Performance Tests; Standards; Student Evaluation; Task Analysis; *Test Construction; *Test Items; Test Manuals; Vocational Education
IDENTIFIERS- Florida State University

A project was conducted to develop two criterion-referenced, multiple-choice tests and a performance test for the dental assistant occupational area. Procedures were recommended for administration of the tests and field test and for revision of the tests. Evaluation experts analyzed the performance standards being tested, drafted test items, reviewed the items, conducted field tests, revised the tests, and finalized the tests and procedures for administering them. (This document contains a report on the drafting of the tests and the following appendixes, which make up the bulk of the document: list of participants, occupational proficiency performance standards, list of competencies, task analysis, item matrices, written tests, and a performance test administration manual.) (KC)

ED 287 988
CE 048 605

Montgomery, Dorothy
STALD: Screening Test for Adults with Learning Difficulties and Strategies for Teaching Adults with Learning Difficulties.
Education Service Center Region 9, Wichita Falls, Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- [86]

ED 288 002
CE 048 788

Jones, Paul L.; Medley, Vickie
Teaching Reading in the Workplace.

PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987). For related documents, see ED 284 995-996.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; *Corporate Education; Education Work Relationship; High Interest Low Vocabulary Books; Instructional Materials; *Literacy Education; *On the Job Training; *Outcomes of Education; Program Effectiveness; *Reading Instruction; Teaching Methods; Writing Instruction
IDENTIFIERS- Gates MacGinitie Reading Tests; *Project Literacy U S

The Memphis-Project Literacy U.S. (M-PLUS) coalition tried the reading immersion concept with a defined target audience in the workplace. Fifty-six employees of the Defense Depot and the City of Memphis (Tennessee) were admitted to the program based on test scores of between 2.0 and 7.0 grade levels on the Gates-MacGinitie Reading Test. The program was conducted onsite in the workplace by trained teachers. Instruction was conducted about 6.5 hours per day for two weeks, in small groups based on reading grade level. The program used a diagnostic-prescriptive approach to reading instruction. Group sessions were conducted using job- and community-related materials such as maps, forms, charts, and graphs. Instructional methods consisted of assisted reading, silent reading, oral reading, phonics, small group reading, and completion of practice exercises. Standardized instruments were used to evaluate the program and its participants. As a result of the program, mean reading scores for the participants increased, and participants indicated a positive attitude toward education. Some of the lessons learned about teaching in the workplace were the following: (1) initiation of programs must begin at the top; (2) motivation to learn was increased when family and friends were involved in the program; (3) literacy consciousness often transferred from classroom to home and workplace; (4) adult learners must feel some input to the content/methods of their learning; (5) neither testing nor years of formal schooling are a good indicator of reading skill; and (6) the immersion reading program stimulated many to continue their learning. Finally, the study cautioned that educators must be wary of labeling students as illiterate or aliterate. (KC)

ED 288 016
CE 048 871

Garozzo, Joyce
A Curriculum Guide for Medical Record Technologist. Final Report.
Harrisburg Area Community Coll., Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
  Bureau of Vocational and Adult Education.
PUB DATE- 1 Oct 87
NOTE- 79p.
CONTRACT- 85-7015
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral
  Objectives; Clerical Workers; *Course Content; Curriculum
  Development; Educational Needs; File Clerks; Medical Case
  Histories; *Medical Record Administrators; *Medical Record
  Technicians; Postsecondary Education; Recordkeeping; State
  Curriculum Guides
IDENTIFIERS- *Pennsylvania

This curriculum guide was developed as a result of a project conducted in Pennsylvania to review, update, and revise the vocational-technical manual on file in the Pennsylvania Department of Education and to develop sample curriculum for the preparation of a medical record technologist program using the skills developed in the manual. The guide is organized in three sections. The first section describes the project, while the second section outlines the proposed curriculum and provides descriptions for core courses and medical records technologist courses. The third section, the revised vocational-technical manual, contains job and task listings for seven job categories: (1) processing and abstracting health record information; (2) maintenance of health record information; (3) performing clerical functions; (4) maintaining quality control; (5) management and supervision of employees; (6) preparation of administrative and clinical reports; and (7) preparation of general administrative services. For each task listed for each job category, a performance objective is given and duties and responsibilities are listed. (KC)

ED 288 017
CE 048 872

Wojdylak, Michael A.; Filippelli, Anthony J.

ED 288 030
CE 048 923

Project P.R.O.U.D. Book 1.
Mid-State Literacy Council, State College, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 85
NOTE- 32p.; For other readers in this series, see CE 048 922-928.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Illiteracy; *Language Experience Approach; Learning Activities; Literacy Education; *Reading Instruction; Reading Materials; *Reading Skills; *Student Developed Materials; Tutoring
IDENTIFIERS- 310 Project

This reader, the first in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 1 correlates to Skill Books 1, 2, and 3. Titles of stories in this reader are Would You Like To Live in the Woods?, My Walkman, Oatmeal Cookies, At the Ball Game, The Ponies, Music I Like, My Clock, and Days of the Week. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

ED 288 031
CE 048 924

Project P.R.O.U.D. Book 2.
Mid-State Literacy Council, State College, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 85
NOTE- 43p.; For other readers in this series, see CE 048 922-928.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

ED 288 044
CE 048 939

Crozier, Carl
Soil Conservation Techniques for Hillside Farms. A Guide for Peace Corps Volunteers. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Reprint Series No. R-62.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Nov 86
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Agricultural Education; Agriculture; Conservation Education; *Developing Nations; Development; Economic Development; Federal Programs; Fertilizers; Foreign Countries; *International Programs; *Rural Extension; *Soil Conservation; Soil Science; *Technical Assistance; Voluntary Agencies; Volunteers
IDENTIFIERS- *Peace Corps

This guide provides agricultural extensionists with basic information that will help them design plans for the conservation of soils and the management of water runoff in specific agricultural plots. It is based on experiences with small hillside farms in Honduras and takes into account the resources and constraints commonly encountered there. Following the introduction are three sections on soil conservation: traditional Honduran farming techniques and resulting problems, soil conservation strategies, and soil fertility and its maintenance. Section V on extension methodology includes some sample work activities, guidelines for evaluating work, motivating techniques, and types of groups with which one may be involved. A conclusion precedes a listing of suggested references and the following appendixes: an English-Spanish vocabulary list, dichotomous key to the selection of soil conservation practices, results of the Santa Cruz Extension Project, instructions for two simple levels for use in surveying contour lines, and some demonstrations useful in promoting new techniques. Eight tables and 46 figures are provided throughout the text of the guide. (YLB)

ED 288 045
CE 048 940

Shefsky, Mary Lou; Thompson, Daniel
In-Service Training Manual. Training for Development. Peace Corps

ED 288 058
CE 048 955

Acevedo, Sheila; Dovel, Frankie
A Handbook of the Job-Site English Project 1985-86.
Orange County Public Schools, Orlando, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 86
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Corporate Education; *Curriculum Development; *Individualized Instruction; *Inplant Programs; On the Job Training; Outreach Programs; *Refugees; *School Business Relationship; Second Language Programs; *Vocational English (Second Language)
IDENTIFIERS- 310 Project

The Orange County Public Schools' Job Site English Project was initiated to provide employees of businesses and industries with work-related English for speakers of other languages. The program features individualized curricula that are developed after the curriculum writer visits the business/industry in need of services, analyzes the responsibilities of the individuals employed in the given job(s), and becomes familiar with the specialized technical vocabulary required for the specific job. After the curriculum is developed, a management-level employee maintains ongoing contact with the curriculum writer, and later the instructors, to provide feedback that can be used to modify the curriculum as the need arises. The class activities provided vary widely from site to site, but may include some or all of the following: building vocabulary by examining words in context, reading aloud and responding to yes/no and information questions, identifying vocabulary from pictures, repeating and acting out dialogues, practicing transformation and substitution drills, doing pronunciation and description drills, and preparing and performing situational role play assignments and speeches. As of June 1986, 290 limited English-proficient students have attended project-sponsored classes, and four additional classes are currently being planned. Disney's EPCOT Center, the Royal Plaza and Lake Buena Vista Palace hotels, Piezo Technology, Inc., and the Daniels Manufacturing Corporation are among the businesses that the project has served thus far. (Appendixes include the project needs assessment form and sample curricula, materials, and evaluation forms that have been developed for selected businesses.) (MN)

ED 288 070
CE 048 988

Fage, Judith
Vocational Guidance Provision for Distance Students in Higher Education--Some Findings from an International Survey.
PUB DATE- Nov 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Career Guidance; Comparative Education; Counseling Services; *Distance Education; Foreign Countries; *Guidance Programs; Postsecondary Education

In September 1986, a survey was begun to determine the amount and type of provision of vocational guidance in distance adult and higher education outside the United Kingdom. The researcher wrote to 176 institutions provided from the database of the Open University's International Centre for Distance Learning and to 7 African institutions not listed on the database, requesting information and views on any vocational guidance offered to their distance students. One year after the initial letter was sent, 60 responses had been received. The results of the survey showed that there is a wide variation in the provision of vocational guidance from institution to institution. The full range of vocational guidance methods was found across the spectrum. However, the problem remains that workshops tend to be inaccessible to distance students and inadequate for the more heterogeneous needs of adults. Strategies adopted to overcome the barriers of access to career services experienced by distance students included self-directed career planning materials; provision of space and resources for vocational guidance at on-campus residential schools in the distance teaching program; arrangements for distance students to telephone on-campus advisors toll free; advisors based at local centers; and use of present and past students in resource networks. The wide variation in the provision of services seemed to reflect the varying perception of need and the availability of financial resources. (KC)

ED 288 071
CE 048 995

Morris, Vivian Gunn; Walton, Jocelyn C.
Mathematics in Consumer and Homemaking Education Programs: A Guide for Reinforcing Basic Skills. Vocational Home Economics Education.

ED 288 084
CE 049 053

Norenberg, Curtis D.; Lundblad, Larry
Distance Delivery of Vocational Education Technologies and Planning Matrixes.
Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- Aug 87
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Comparative Analysis; Computer Uses in Education; *Distance Education; *Educational Technology; Educational Television; *Interactive Video; Postsecondary Education; Secondary Education; *Vocational Education

This document presents a general review of distance education as it currently pertains to secondary, postsecondary, and adult education. Chapter I discusses the general concepts of distance education. It addresses the nature of distance education and distance delivery, the distance learner, the distance instructor, and distance education learning materials and teaching methods. Examples of distance education and distance delivery are provided. Chapter II presents, compares, and contrasts technologies associated with distance delivery. These technologies include print materials, audio technologies, audio graphic, full-motion video, and computers. A matrix presents the technologies in one dimension and general, learner, teacher, and pedagogical considerations in the other dimension. Chapter III discusses interactive television separately. Matrix 2 compares and contrasts the various interactive television technologies. Costs, advantages, and limitations are considered. The final chapter contains a summary and conclusions. A bibliography is divided into five areas: distance education--background, technologies, distance delivery systems, pedagogical issues, and research issues and studies. (YLB)

ED 288 085
CE 049 054

Plihal, Jane; And Others
Equity in Vocational Education: A Study of Meaning.
Minnesota Univ., St. Paul. Minnesota Research and Development Center

ED 288 098
CE 049 148

Tuckwiller, Janet E.
Organizational Change: A Systematic Approach.
PUB DATE- Oct 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Change Strategies; Educational Needs; *Extension Education; *Home Economics; Homemaking Skills; Needs Assessment; *Organizational Change; Organizational Development; Organizational Objectives; Program Content; *Statewide Planning; *Voluntary Agencies
IDENTIFIERS- Virginia; *Virginia Extension Homemakers Council

Because of concerns about its ability to meet the shifting demands resulting from changes in today's society, the Virginia Extension Homemakers Council (VEHC) undertook a systematic program to change its organizational structure. In 1983, representatives of the VEHC and the Virginia Cooperative Extension Service (VCES) met to identify the causes underlying the significant drop in the VEHC's membership and to develop strategies to reverse this drop. An extensive statewide study of the problem was eventually conducted in 1985. The findings were reviewed by committees representing the VEHC and VCES and incorporated into a series of recommendations for changing the organizational structure of the VEHC. A second statewide investigation (the subject of this report) was conducted to identify the reactions of the VEHC's membership, leadership, and extension agent advisers to the proposed recommendations for organizational change. Responses were received from 208 of the 260 clubs and 92 of the 100 extension agents surveyed. A less than 80 percent approval rate was obtained for the changes proposed for 11 aspects of the VEHC's organization, including resource management (79.1 percent approval), target audience (69.8 percent), membership categories (50.0 percent), name change (23.8 percent), and hiring of a marketing consultant (23.2 percent). Despite these figures, it was decided that plans for all of the changes should proceed, with the sole exception of the name change. It was decided, however, that three task forces representing different functional and hierarchical levels of the VHEC and VCES should be formed to implement the planned changes. (MN)

ED 288 111
CG 020 284

Cecil, Jean Houchins; Comas, Robert E.
Development of Strategies for the Preservation of School Counselor Preparation Programs: A Monograph.
SPONS. AGENCY- American School Counselor Association. Alexandria, VA.
PUB DATE- 17 Jun 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Counseling Services; Counselor Role; *Counselor Training; Elementary Secondary Education; Long Range Planning; *School Counseling; *School Counselors

A project dealing with strategies to preserve school counselor preparation programs, evolving from the work of the Southern Association for Counselor Education and Supervision (SACES) Round Table of Department Heads, is described. Factors involved in what SACES believes may be the demise of school counseling, at least as it is known presently, are declining enrollments along with little student interest in counseling in school settings, lack of administrative support for school counselors, mounting bureaucracy in state departments of education and institutions of higher education, and a siphoning off of faculty into nonschool counseling involvement. A meeting and a workshop of the SACES group are described. From the work of participants at the meeting and workshop these lists were derived and are presented: (1) trends that pose a threat to school counselor preparation programs; (2) summary of action proposals; (3) major concerns by state; (4) strategy building activities; (5) identification of problems, concerns, and needs; (6) needs priorities; (7) priority categories; and (8) suggested solutions. Results of the ranking of five action strategies by workshop participants and American School Counselor Association officers are presented in which curriculum revision was ranked highest. (ABL)

ED 288 112
CG 020 285

Brody, Eugene B.
Mental Health and World Citizenship: The View from an International Nongovernmental Organization.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 87

ED 288 126
CG 020 299

Sears, James T.
Developing a Sense of Difference among Gay and Lesbian Children in the Deep South: The Difference between Being Queer and Being Different.
SPONS. AGENCY- South Carolina Univ., Columbia. Coll. of Education.
PUB DATE- Oct 87
NOTE- 154p.; Paper presented at the Annual Curriculum Theory Conference (Dayton, OH, October 28-November 1, 1987). Principal funding for this project was provided by the Gay and Lesbian Advocacy Research Project, Inc.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adults; Behavior Standards; *Childhood Attitudes; Children; *Homosexuality; *Individual Development; Regional Attitudes; Sexual Identity; *Social Behavior; Social Integration
IDENTIFIERS- *United States (South)

This paper focuses on the emergence of a sense of sexual difference during childhood and the attitudes and feelings toward homosexuality internalized by children. Data on a variety of issues associated with growing up gay or lesbian were gathered from young adult homosexuals (N=13) in South Carolina, school guidance counselors (N=142), preservice teachers (N=120), and social services professionals who worked with gay and lesbian adolescents. The social norms of the southern United States are discussed at length, focusing on the cultural icons, religious and family rituals, and social scripts. The relationship and interaction of these icons, rituals, and scripts with homosexuality are discussed in detail. The sense of children who are recognized by themselves and others as being different, which will later develop into a realization of being homosexual, is discussed, and stories of the 13 young adults are cited. Studies by other researchers relating being different and being homosexual are also reviewed. An 11-page reference list and research instruments are included. (ABL)

ED 288 127
CG 020 300

Sholomskas, Diane; Steil, Janice M.
Is Self-Blame Really Functional for the Spinal Cord Injured?

ED 288 142
CG 020 315

Johnston, Lloyd D.; And Others
National Trends in Drug Use and Related Factors among American High School Students and Young Adults, 1975-1986.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-87-1535
PUB DATE- 87
NOTE- 283p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholic Beverages; Attitudes; *College Students; *Drug Use; Higher Education; High Schools; *High School Seniors; National Surveys; *Smoking; Trend Analysis; *Young Adults
IDENTIFIERS- *Monitoring the Future

This report is the 10th in an annual series reporting the drug use and related attitudes of American high school seniors. Findings reported cover the high school classes of 1975 through 1986 and come from the national project, Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth. Findings on the prevalence of, and trends in, drug use and related factors are reported separately for high school seniors and for two subsamples of young adults who had participated in the study as high school seniors: young adults post-high school and college students. Trend data are presented for varying time intervals. For high school seniors, drug use by grade level, degree and duration of drug highs, attitudes and beliefs about drugs, and the social milieu are also examined. A section entitled "Other Findings From the Study" explores the use of nonprescription stimulants, daily use of marijuana, medically supervised use of psychotherapeutic drugs, correlates of cigarette smoking, and other data on correlates and trends. Eleven separate classes of drugs are discussed: (1) marijuana (including hashish); (2) inhalants; (3) hallucinogens; (4) cocaine (including crack); (5) heroin; (6) other natural and synthetic opiates; (7) stimulants; (8) sedatives; (9) tranquilizers; (10) alcohol; and (11) cigarettes. Separate statistics are presented for several subclasses of drugs. Estimates adjusted for absentees and dropouts are appended. Forty data tables and 65 figures are included. (NB)

ED 288 143
CG 020 316

ED 288 156
CG 020 329

Doriety, Thomas E.
Project Report: On-The-Job Training and Enhanced Career Progression as Interventions for Direct Care Staff Turnover.
Information Services of Florida, Hollywood.
PUB DATE- Jan 87
NOTE- 21p.; Paper presentd at the Annual Meeting of the South Florida Conference for Child and Youth Care Administrators (Miami Beach, FL, January 23-24, 1987).
AVAILABLE FROM- Information Services of Florida, 2538 Johnson Street, Hollywood, FL 33020 (1-9 copies, $4.50 ea. postpaid; 10 copies, $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Caregivers; Children; *Developmental Disabilities; *Emotional Disturbances; *Labor Turnover; *On the Job Training; Personnel Data; Personnel Selection; Program Effectiveness; *Residential Institutions; Staff Orientation; Young Adults

This paper reports on a project designed to reduce child care worker turnover at a residential treatment center by the development and introduction of a 5-day, on-the-job training curriculum for beginning child care workers. It describes the on-the-job training program which used experienced child care workers who displayed supervisory potential as guides to introduce new employees to the principles of basic cottage management. The setting of the project is described as a private residential treatment center which provides a therapeutic community for the treatment of 400 severely emotionally disturbed and developmentally disabled children, adolescents, and young adults. The problem of recruiting, training, and retaining quality direct-care staff is discussed and studies of staff turnover are reviewed. A comparative analysis is described which compared controllable turnover rates of new child care workers who were hired before (N=223) and after (N=142) the program implementation. Results are discussed which showed that, since implementation of the program: (1) personnel responded favorably to the on-the-job training program; (2) there was an overall reduction in the Controllable Turnover rate across all demographic factors; (3) males and persons with post-secondary education were reported as higher turnover risks; and (4) an increase in promotions from within was experienced. (Author/NB)

ED 288 171
CG 020 346

Jackson, Gregory C.; And Others
Choice or Chance: A Career Decision-Making Workshop for Undecided Majors.
PUB DATE- Feb 87
NOTE- 10p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (Los Angeles, CA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *College Students; *Decision Making; Higher Education; *Majors (Students); *Nonmajors; Skill Development; Student Development; *Workshops

Choice or Chance: A Career Decision-Making Workshop for Undecided Majors is a 5-session, 10-hour workshop which provides college students with a viable structure for self-evaluation and information gathering. The workshop is intended for undecided college students who will learn a process for making effective decisions and how to apply that process to choosing an appropriate major and related career direction. The first session establishes a foundation that includes recognizing internal and external barriers, dispelling myths and unrealistic aspirations, encouraging reality testing, and providing a model for the process of choosing a major or career. The second session introduces self-assessment and focuses on transferrable, work-content, and self-management skills. The third session involves a discussion of personality factors which relate to major/career choice and an examination of work values. The fourth session addresses interests and the final phase of self-assessment and begins the process of synthesis. The final session consists of individual verbal reports from each participant, which include tentative conclusions and up to three major/career options being considered. Group members and leaders assist participants in evaluating their conclusions and developing an action plan. (Activities and materials for the workshop are outlined for each session.) (NB)

ED 288 172
CG 020 347

Knapp, Andreas; Clark, Margaret S.
The Effects of Induced Moods on Solving a Commons Dilemma.

ED 288 185
CS 008 970

Big Books for Beginning Readers.
Montebello Unified School District, Calif.
PUB DATE- [85]
NOTE- 17p.; Bell Gardens Elementary School, Bell Gardens, CA; National Council of Teachers of English Center of Excellence in Language Arts winner. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Basal Reading; *Beginning Reading; *Books; Childrens Literature; Grade 1; Grade 2; Parent Role; Primary Education; *Reading Aloud to Others; Reading Attitudes; Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Readiness; Reading Research; Reading Skills; Recreational Reading; Spanish Speaking; Teacher Role; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Durkin (Dolores); Reading Fluency

Noting that some elementary school children may have difficulty learning to read using basal readers, this paper describes the successful implementation of the Big Books for Beginning Readers reading program in a California elementary school. The first section of the paper discusses the problems students were having with reading, including a lack of success in phonics and skill activities, and a need for a more detailed and descriptive vocabulary. The second section reviews the literature pertinent to the problem, and stresses Durkin's research on the bedtime story cycle, while the third section details the Big Books program, which is based on New Zealand's Shared Book Experience program. The section discusses the methods by which students became more interested and fluent readers, including having familiar books read to them, joining in on often repeated phrases, and involving parents by having them make Big Books and helping with the children's reading at home. The fourth section examines the process of implementing the Big Books model, including adapting the materials to the school's beginning reading in Spanish program, while the final section evaluates the program, offering positive comments from the school's reading teachers. (References for English and Spanish Big Books, 14 references for teachers, and names of persons to contact for more information are included.) (JC)

ED 288 186
CS 008 972

ED 288 199
CS 210 855

Herrmann, Andrea W.
Teaching Writing with Computers: Are We Being Realistic?
PUB DATE- Oct 87
NOTE- 15p.; Paper presented at the Annual Meeting of the South Central Modern Language Association (Houston, TX, October 29-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; Secondary Education; Teacher Administrator Relationship; Teacher Role; Teacher Student Relationship; *Word Processing; *Writing Instruction

While teachers of writing and related disciplines have become increasingly convinced of the value of computers in classrooms, there have also been reports of obstacles that arise when innovating with computers and word processing in the schools. Educators must determine whether the problems are mere inconveniences or potential barriers to the successful implementation of computers as writing tools. Among the difficulties and related observations are the following: (1) computer instruction at the high school level tends to be about the computers themselves rather than using computers to teach content area subjects; (2) teachers and administrators need to collaborate concerning pedagogical applications of computers; (3) teachers also need to collaborate with students about their needs in computer-based writing classes; (4) teachers require opportunities and incentives to acquire the skills it takes to understand and teach with computers; (5) teachers must decide the role of the computer in their classroom (i.e., drill and practice or composing tool); (6) students and teachers both must adjust to the interactive nature of computer learning; (7) teachers should consider whether to use other writing software in addition to word processing, such as outlining, spelling, and style software; (8) administrators need to create ongoing inservice programs designed to be responsive to computer-using English teachers; and (9) educators can choose to view change caused by using computers as liberating rather than threatening. (Seven references are appended.) (SKC)

ED 288 200
CS 210 858

ED 288 213
CS 505 738

Craig, Robert T.
What Would a Practical Theory of Language and Communication Be Like?
PUB DATE- 6 Nov 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Language Standardization; *Language Usage; *Linguistics; Pragmatics; *Speech Communication; *Standards; Standard Spoken Usage; Theories
IDENTIFIERS- Language Reform

In order to view the field of communication as a practical discipline, this paper examines the debate between linguistic prescriptivism (the belief that standards of correct language exist and can be warranted), and scientific linguistics (which rejects the idea of standards in the name of scientific objectivity). Following an introduction to the idea of a practical discipline and an overview of the controversy concerning linguistic prescriptivism, the paper argues that although prescriptivist attitudes are generally unsound, the practical usefulness of linguistic standardization has been facilitated by prescriptivism. The paper also acknowledges the prescriptivist premise that linguistic choices are matters of taste subject to reflection and critical judgment. The paper concludes both that linguistic science has failed to acknowledge aspects of language about which deliberation is possible and necessary, and that traditional prescriptivism has advocated choices that are not responsive to the full range of relevant considerations. Using D. G. McKay's linguistic research to evaluate the ramifications of replacing "he" with a singular generic pronoun "they," the paper illustrates that deliberation about linguistic rules is possible and can be informed systematically by linguistic research, yielding a modified prescriptivism that rejects the dogmatism, social intolerance and intellectual slackness of traditional prescriptivism, while retaining the essential idea that questions about how humans ought to speak are worthy of serious consideration. (JG)

ED 288 214
CS 505 742

Schwartzman, Roy

ED 288 227
CS 505 807

Hay, Ellen A.
Communication across the Curriculum.
PUB DATE- Nov 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Business Skills; Communication Research; Communication Skills; *Education Work Relationship; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; Interpersonal Relationship; Oral Language; Skill Development; *Speech Communication; Speech Curriculum; *Speech Instruction; *Speech Skills
IDENTIFIERS- Communication across the Curriculum

The importance of the development of oral communication abilities has been documented in a number of sources. Studies of graduates, employers, and corporate executives have revealed, for example, that skills in problem solving, communication, and interpersonal relations are most valued in high tech corporations. Several recent indictments of education have also echoed the need for highly developed oral communication abilities. One way of assisting students in developing oral communication competencies is the required speech communication course, and another way is to integrate communication skills into content area courses. A review of the literature suggests that courses in English literature, composition, business communication, vocational education, engineering, psychology, and teacher education at various institutions have effectively incorporated instruction in oral communication competencies. Other schools have established speaking labs, while emphasis on speaking skills received attention in different disciplines seemed to depend on the interests of individual instructors. Several school districts have defined integrated curricula including speech, and a handful of colleges also have integrated speech programs. It can be determined from these programs that integrating communication across the curriculum depends largely on the expertise of instructors, although few are specifically trained to teach speaking skills. Success of these programs also depends on student interest, a careful balance of skills integrated into the curriculum, and attention to developmental sequence. (Fifty-five references are appended.) (SKC)

ED 288 240
EA 019 712

Evaluating the Chief School Administrator: Fulfilling the Board's Governance Responsibility.
New Jersey School Boards Association, Trenton.
PUB DATE- May 87
NOTE- 15p.; Paper presented at the Action Lab of the New Jersey School Boards Association (West Windsor, NJ, May 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Evaluation; Administrators; *Board Administrator Relationship; *Board of Education Role; Communication Skills; Elementary Secondary Education; *Evaluation Methods; Governance; Leadership Qualities; Policy Formation; Rating Scales; State Legislation; Summative Evaluation; *Superintendents
IDENTIFIERS- *Evaluation Standards; *New Jersey

Evaluating the chief school administrator's performance is one of the most important responsibilities of a board of education. In New Jersey, established guidelines for board evaluations of superintendents range from legal to procedural in the attempt to meet school district goals and objectives and to assess whether the superintendency fulfilled the responsibilities and accomplished the board's objectives to its satisfaction. This approach to superintendent evaluation includes, first, school board self-evaluations in order to assess the success of the governance/management relationship and, second, demonstration of the superintendent's executive skills through documents that reflect a clear, concise, appropriate, easily measured "summary of ratings" of superintendent's performance. The final part of the New Jersey evaluation process, measuring a superintendent's progress toward district goals and objectives, requires the following: (1) listing objectives as written statements; (2) setting target dates for stages and steps in the evaluative process; (3) developing action plans for each objective; (4) monitoring progress during the school year; and (5) evaluating the results to judge staff and program effectiveness for which the superintendent is ultimately responsible, and by which an annual summary conference will provide a summative evaluation. (JAM)

ED 288 241
EA 019 714

ED 288 253
EA 019 746

Harkness, James A.
The Open Public Meetings Act. Focus on School Law Series.
New Jersey School Boards Association, Trenton.

PUB DATE- 85
NOTE- 20p.; For related documents, see EA 019 747-750.
AVAILABLE FROM- Publication Sales, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605-0909 ($5.00; $20.00 for the series of 5 publications).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Policy; Board of Education Role; *Boards of Education; Citizen Participation; *Compliance (Legal); Elementary Secondary Education; Hearings; *Meetings; Policy Formation; Public Agencies; Public Officials; Public Policy; Public Relations; School Community Relationship; *State Legislation
IDENTIFIERS- *New Jersey; Open Meetings; *Open Public Meetings Act (New Jersey); Sunshine Laws

This publication is designed to help members of boards of education understand and work effectively within the requirements of New Jersey's Open Public Meetings Act, also referred to as the Sunshine Law, which requires that the public must be given adequate notice of, and be permitted to attend, meetings of all public bodies empowered by law to spend public funds or affect people's rights. Each provision of the law is discussed separately. The first section defines a "public body" and discusses the conditions that determine whether the law applies to committees, subcommittees, training sessions, joint meetings, and workshops. The second section discusses the public notice requirement, which is satisfied by posting an annual schedule of regular meetings and 48-hour notice of any special meetings. The third section discusses statutory provisions for holding emergency meetings without the required 48-hour notice. Remaining sections discuss statutory provisions for the following: announcements at the opening of meetings that adequate notice has been given, public participation (not required), videotaping of meetings, taking minutes, procedures for closed sessions and subjects that may be discussed therein, and penalties for failure to comply with the law. The closing section, "The Public, The Press, and Boards of Education," provides a set of practical tips for dealing with the press and a list of guidelines for the conduct of public school board meetings. (TE)

ED 288 266
EC 200 517

Simpson, Frank, Ed.; And Others
Programs in Practice. Collaborative Planning: Transition from School to Work. National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped.
American Foundation for the Blind, New York, N.Y.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 201p.; For related documents, see ED 200 518 and EC 200 754.
GRANT- G028400018
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Blindness; *Cooperative Planning; Demonstration Programs; *Education Work Relationship; High Schools; Postsecondary Education; *Transitional Programs; *Visual Impairments; Vocational Rehabilitation

Developed as part of a project to encourage state-wide collaborative agreements between education and rehabilitation agencies involved in the transition of blind and visually handicapped students (ages 16-25) from school into the work force, the report describes 18 programs diverse in location, design, funding, philosophy, and administration that facilitate this transition. Some programs are based in agencies and schools for blind and visually impaired persons, while others are university or public school based. Individual programs are described under the following headings: "Toward a State Transition Plan" (Arkansas); "Project Work Ability" (California); "Factors in the Development of Rural Transition Programs" (Maryland); "Community-Based Training: A Component of Career Education for Deaf-Blind Youth" (Massachusetts); "Royal Maid Collaborates" (Mississippi); "Agreement of Cooperation" (Nebraska); "Youth in Transition, Inc." (Nevada); "A Career Awareness Experience--Adventures to the Future" (New York); "Summer Employment in Industry" (New York); "Lifeprints" (Oregon); "Mobile Work Crews" (Oregon); "State Transition Coalition" (Oregon); "Technical Assistance as a Catalyst for Staff Training and Supported Work Program Development" (Tennessee); "The Industrial Enclave" (Texas); "Don't Give Those Kids Fish! Teach 'em How to Fish!" (Texas); "Project STEER" (Virginia); "Supported Employment" (Virginia); "Career Awareness and Work Experience" (Washington). Under each heading is a lead question which is answered in the program description. (DB)

ED 288 281
EC 200 600

St. John, Jeanne
PRES: Physical Response Education Systems. The Oriental Model Goes to School.
PUB DATE- Dec 86
NOTE- 17p.; Paper presented at the Meeting of the California Association for Counseling and Development (Los Angeles, CA, February. 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anxiety; *Behavior Change; *Disabilities; Elementary Secondary Education; Physiology; Program Effectiveness; *Relaxation Training; *Stress Management
IDENTIFIERS- *Acupressure

The Physical Response Education System (PRES) project began in pilot studies of the effectiveness of acupressure in addressing the physical and emotional problems of disabled students. In the pilot study (1979-80), 12 students received 6 weekly sessions from a professional acupressurist, and in the intern study (1980-81) 15 students received 8 weekly sessions from newly trained staff and volunteer acupressurists. Treatment patterns were tailored to meet the individual needs of each student. Results of the intervention with 23 students included changes in sensory motor functioning, emotional/social behavior, health, and cognition/communication. Acupressure training for PRES staff is described, and information on such professional issues as parent permission is provided. Prospects for the future use of PRES in stress reducing efforts in the schools are noted. (CL)

ED 288 282
EC 200 752

Baroody, Arthur J.
Addition Learning by Mentally Handicapped Children.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23, 1987).
GRANT- NICHHD-HD-16757-02; NICHHD-HD-16757-03
LANGUAGE- English

ED 288 295
EC 200 766

Directory of Resources for Adults with Disabilities.
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
PUB DATE- May 87
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Adult Education; *Disabilities; *Federal Programs; Information Services; *Information Sources; *Private Agencies; *Public Agencies; *Resources; Social Agencies; Voluntary Agencies

This directory of resources for disabled adults was compiled to assist state directors of the federally funded, state-administered Adult Education Program as well as administrators and practitioners in providing services for adults with disabilities. The first two sections include 15 federal and nonfederal organizations serving adults with various types of disabilities. Subsequent sections focus on adults with the following specific disabilities: mobility impaired (8 organizations); deaf and hearing impaired (9 organizations); blind and visually impaired (12 organizations); learning disabled (7 organizations); mentally retarded (6 organizations); and mentally ill (3 organizations). Each entry provides the organization's name, address, and telephone number; a brief program description; and the resources available. Resources listed include publications, library collections, information clearinghouses, service and educational programs, conferences, technical assistance, networking efforts, research and demonstration programs, and advertising campaigns. (JDD)

ED 288 296
EC 200 767

Greenwood, Charles R., Ed.; And Others
An Eco-Behavioral Approach to Research in Special Education. The Juniper Gardens Children's Project. [Volume 1].
Kansas Univ., Lawrence. Bureau of Child Research.; Kansas Univ., Lawrence. Dept. of Human Services and Family Life.; Kansas Univ., Lawrence. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 30 Apr 85

ED 288 309
EC 200 780

Jansma, Paul
Fitness and Hygiene Programming for the Severely Handicapped: A Curriculum-Embedded Assessment Guide. User Manual. Project Transition.
Ohio State Univ., Columbus. School of Health, Physical Education, and Recreation.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 128p.
GRANT- G008300001
AVAILABLE FROM- Ohio State University, Project Transition, 343 Larkins Hall, Columbus, OH 43210 ($7.95 plus $0.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Generalization; *Hygiene; Institutionalized Persons; Lesson Plans; Maintenance; Physical Education; *Physical Fitness; Reinforcement; Self Care Skills; *Severe Mental Retardation; *Training Methods
IDENTIFIERS- Curriculum Based Assessment; Project Transition

Developed by Project Transition, a 3-year project at Ohio State University, this resource guide deals with physical fitness and personal hygiene training of institutionalized mentally retarded adults, to prepare them for transition into community living environments. Included in the guide are recommended teaching strategies, an assessment system, and related curriculum materials. The teaching strategies cover the concepts of reinforcement, prompting, generalization of skills, and teaching for maintenance of acquired skills. The assessment system yields qualitative and quantitative measures of individual performance in several skill areas, using standardized testing procedures. The curriculum materials include a series of curriculum-embedded tests in both physical fitness and personal hygiene. The five skills taught in the physical fitness component are cardiorespiratory endurance, upper body strength and endurance, lower back and hamstring flexibility, abdominal endurance, and grip strength. The five skills included for personal hygiene are hand washing, face washing, toothbrushing, deodorant use, and personal appearance. For each skill area, the information is divided into: goal, skill, materials needed, teaching recommendations, teaching sequence (including instructional objectives), supplementary activities, generalization ideas, and maintenance ideas. (JDD)

ED 288 323
EC 201 201

Murphy, Linda; Corte, Suzanne Della
Abuse and the Special Child.
PUB DATE- Feb 87
NOTE- 9p.; For the 1986 issues, see ED 278 182.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box, 462, South Salem, NY 10590 ($18.00 per year, $3.50 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Abuse; *Child Advocacy; Child Caregivers; *Disabilities; Drug Abuse; Early Childhood Education; Elementary Secondary Education; Parent Education; Parent Responsibility; *Sexual Abuse

The issue's major feature, on physical and sexual abuse of handicapped children, focuses on education and adult awareness of the problem. It has been well documented that children with handicaps are especially vulnerable to abuse. Parents or other adults who believe that abuse has occurred should first write down exactly what the child has told them, as well as their own observations, including obvious signs of injury. Knowing the child well is a key factor in awareness; dramatic changes in behavior should trigger questions. Be on the alert for changes, reassure the child, and let the child know you are acting on his or her behalf. General directions for reporting abuse are given, and specific symptoms of physical and sexual abuse are noted. A list of do's and don'ts for parents includes teaching your child his full name, address, and phone number, making sure the child knows the correct names for all body parts, and teaching the child what kind of adult requests are inappropriate. (JW)

ED 288 324
EC 201 202

Murphy, Linda; Corte, Suzanne Della
Helping Your Child Learn Self-Care.
PUB DATE- Apr 87
NOTE- 9p.; For the 1986 issues, see ED 278 182.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($18.00 per year, $3.50 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)

EC 201 219

European Charter for Sport for All: Disabled Persons.
Council of Europe, Strasbourg (France). Committee for the Development of Sport.
REPORT NO.- ISBN-92-871-0991-5
PUB DATE- 87
NOTE- 81p.
AVAILABLE FROM- Manhattan Publishing Co., 80 Brook St., P.O. Box 650, Croton, NY 10520 ($13.50--ISBN-92-871-0990-5 or ISBN-92-871-0990-7, French edition).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accessibility (for Disabled); *Athletics; *Design Requirements; *Disabilities; Foreign Countries; International Organizations; Physical Education Facilities; *Physical Mobility; Physical Recreation Programs; Recreational Activities; *Recreational Facilities; Structural Elements (Construction)
IDENTIFIERS- *Europe

This Council of Europe document begins with the text of Recommendation No. R(86)18 of the Committee of Ministers to member states on the European Charter on Sport for All: Disabled Persons, along with an explanatory memorandum for implementation of the recommendation. The memorandum discusses disability and sport definitions, why sports for handicapped persons are important, the task of public authorities, participation of handicapped persons in decision-making, integration of disabled and able-bodied persons, cooperation among public authorities and voluntary organizations, research, training, media coverage, and financing. Part II is titled "Design Guidelines to Promote Access to and Use of Sports and Recreation Facilities by Disabled Persons." It covers outside access to buildings, internal arrangements, interior design elements, and swimming pool design. A section on access to outdoor sports and recreation focuses on skiing, riding, and water sports, and such recreational areas as walks, beaches, and adventure playgrounds. A section on adapting existing facilities is also included. The volume concludes with the text of three relevant resolutions of the Conference of European Ministers responsible for Sport: Resolution No. 5(1981), Resolution No. 7(1984), and Resolution No. 1(1986). (JDD)

ED 288 339
EC 201 220

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Community Education; Developing Nations; *Diseases; Foreign Countries; Health Conditions; *Health Education; Health Needs; *Health Programs; Health Services; *Nutrition; Patient Education; *Primary Health Care
IDENTIFIERS- *African Medical and Research Foundation; Kenya

This issue of the "Carnegie Quarterly" describes three projects that are being conducted by the African Medical and Research Foundation (AMREF). The projects are the following: (1) building community participation in health care at Lake Kenyatta; (2) the role of community education in disease control among the Turkana people at Lokichoggio; and (3) working with the women of Kibwezi to improve food, water, and health. The common theme running through each of these projects is the need to meet the people where they are, to see the situation through their eyes, and to work with them toward solutions, rather than to impose "solutions" from outside. Sources of the project descriptions are given for those who want to obtain more information. (KC)

ED 287 975
CE 048 206

Special Programs for Single Parents/Displaced Homemakers. Final Report from October 1986 to June 30, 1987.
Gulf Coast Community Coll., Panama City, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 106p.; Attachment VII, the COPS Interest Inventory, was removed due to copyright restrictions. Some pages printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Career Choice; College Programs; *Displaced Homemakers; *Employment Programs; Job Placement; Job Training; Mothers; *Nontraditional Occupations; *One Parent Family; Postsecondary Education; *Program Development; Program Implementation; Services; Social Support Groups; Student Recruitment; Two Year Colleges; *Vocational Education; Womens Education

The Single Parent/Displaced Homemaker Program at Gulf Coast Community College (Panama City, Florida) targeted a population of women who generally had a high school diploma and needed moral support, direction, and financial assistance in returning to college to pursue higher-level vocational programs. (Because citizens in the rural panhandle area served by the college are highly conservative, it is difficult to encourage women to go into nontraditional occupations, and almost impossible without assistance.) The project received approximately $37,000 to attempt to recruit 60-80 potential students and to place 70 percent of them in programs or courses that would eventually lead to employment for at least 29. The project far exceeded expectations in that 384

NOTE- 50p.
GRANT- 66320213-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Illiteracy; *Learning Disabilities; *Learning Problems; *Literacy Education; *Remedial Instruction; *Screening Tests; Teaching Methods
IDENTIFIERS- 310 Project

Part I of this document contains materials that relate to the Screening Test for Adult Learning Difficulties (STALD). The test, other testing materials, and test administrator's sheets are provided as attachments. The test is aimed at screening adult learners individually to see whether characteristics common to adults with learning difficulties are present and, if so, to prescribe specific materials and methods known to be successful with them. It is designed to be administered by supervisors, adult education teachers, or volunteer tutors within a time frame of 35-45 minutes. Instructions explain how to administer the three parts of the test--basic and perceptual screening, word identification test, and reading passages placement. Other sections address test interpretation and implications for remediation. A remediation chart is keyed to STALD errors; bibliographic data including source and price are given for materials cited in the remediation chart. Part II contains instructional resources for the remediation model for use in adult education or adult literacy settings. Contents include characteristics of adults with learning difficulties, principles for teaching learning disabled adults, techniques for teaching adults with learning difficulties, a curriculum for decoding instruction, and lists of instant words (frequently written English words) and protective words and phrases (used frequently in signs). Appended are an adult screening test and a STALD score sheet. (YLB)

ED 287 989
CE 048 607

Cassara, Beverly Benner
Embracing the Obvious.
PUB DATE- 21 Oct 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Educators; Developed Nations; Developing Nations; Differences; Educational Cooperation; Educational Objectives; Exchange Programs; Foreign Countries; *Global Approach; *International Cooperation; *International Education; Postsecondary Education; *Teacher Responsibility

In large and small countries alike, adult educators can no longer be content with educating adults as though they live in a vacuum

ED 288 003
CE 048 789

Longacre, Gregory A.
The Development of a Weekend College Program.
PUB DATE- 87
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; College Curriculum; *College Programs; Demography; Enrollment; Higher Education; Nontraditional Students; Program Descriptions; *Program Development; *Program Implementation; Student Characteristics; Student Recruitment; *Weekend Programs
IDENTIFIERS- Ohio; *Otterbein College OH

During a one-year period from February 1985 to February 1986, a task force explored the possibility of a Weekend College for Otterbein College, a small liberal arts institution located in Westerville, Ohio. This report provides information on the myriad of considerations for developing a Weekend College program (e.g., staffing, budgeting, facilities, advertising, marketing, curriculum, and program evaluation). Following the description of the development of the Weekend College, the report contains detailed appendixes (which make up the bulk of the document) on Weekend College programs at other Ohio Colleges (Hiram College, Baldwin-Wallace College, Findlay College, College of Mount Saint Joseph, Heidelberg College, and Ohio Dominican College). Information is included on majors, enrollments, schedules, advertising, student population, and staffing of these college programs. The final appendix provides a report on the first year (1986) of operation of the Weekend College program at Otterbein. (KC)

ED 288 004
CE 048 791

A Study of Perceptions, Attitudes and Behavior amongst Dislocated Workers. Final Report.
SMG Research, Rochester, NY.
SPONS. AGENCY- Finger Lakes Regional Education Center for Economic Development, Mount Morris, NY.
PUB DATE- 31 Aug 87
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; Client Characteristics (Human Services); Counseling Services; *Dislocated Workers; *Employee Attitudes; Employment Services; *Job Placement; *Participant Satisfaction; Program Effectiveness; *Retraining

A Curriculum Guide for Cardiovascular Technologist. Final Report.
Harrisburg Area Community Coll., Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 1 Oct 87
NOTE- 74p.
CONTRACT- 85-7014
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Anatomy; Behavioral Objectives; *Cardiovascular System; *Course Content; *Curriculum Development; Educational Needs; Physiology; Postsecondary Education; State Curriculum Guides; *Technical Occupations
IDENTIFIERS- *Cardiovascular Technology; *Pennsylvania

This curriculum guide was developed as a result of a project conducted in Pennsylvania to review, update, and revise the vocational-technical curriculum for cardiovascular technologists. The guide is organized in five sections. The first section describes the project, while the second section lists the minimum essentials for a cardiovascular technology program according to the Committee on Allied Health Education and Accreditation (CAHEA). In the third section, the CAHEA essentials are applied to a proposed cardiovascular technology program. This section contains the proposed two-year curriculum, core course descriptions, cardiovascular technician course descriptions, core course objectives, cardiovascular course objectives for anatomy and physiology, pathology, pharmacology, instrumentation, and cardiovascular practicum. The fourth section contains clinical checklists for evaluation of student performance of technical skills. The fifth section is a bibliography. (KC)

ED 288 018
CE 048 874

Development of Articulated Competency-Based Curriculum in Automated Systems/Robotics Technology. Final Report.
Luzerne County Community Coll., Nanticoke, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 30 Sep 87
NOTE- 88p.
CONTRACT- 85-7012
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Community Colleges; *Competence; Competency Based Education; *Course Content; *Curriculum Development; Curriculum Guides; Fluid Mechanics; Manufacturing; *Robotics; Technological Advancement; Two Year Colleges; Vocational Education

A project was conducted at the Community College of Luzerne County

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Illiteracy; *Language Experience Approach; Learning Activities; Literacy Education; *Reading Instruction; Reading Materials; *Reading Skills; *Student Developed Materials; Tutoring
IDENTIFIERS- 310 Project

This reader, the second in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 2 correlates to Skill Books 3 and 4. Titles of stories in this reader are Christmas, Weekends, Apple Farm Story, The Camping Trip, I Like Singers, My Boyfriend, Grandma's 90th Birthday, I Like To Travel, My Trailer, The Shopping Trip, and Story of the Woods. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

ED 288 032
CE 048 925

Lower, Carl W.
Project P.R.O.U.D. Book 3. How to Make Windchimes.
Mid-State Literacy Council, State College, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 85
NOTE- 17p.; For other readers in this series, see CE 048 922-928.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Illiteracy; *Language Experience Approach; Learning Activities; Literacy Education; *Reading Instruction; Reading Materials; *Reading Skills; *Student Developed Materials; Tutoring
IDENTIFIERS- 310 Project

This reader, the third in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 3 correlates to Skill Books 3 and 4. The story in this reader gives a set of instructions on how to

Information Collection & Exchange Training Manual No. T-4. Newly Revised.
Creative Associates, Inc., Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Feb 85
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developing Nations; Economic Development; Evaluation; Federal Programs; Foreign Countries; *Inservice Education; *International Programs; Interpersonal Competence; *Needs Assessment; *Problem Solving; *Technical Assistance; Voluntary Agencies; Volunteers; *Volunteer Training
IDENTIFIERS- *Peace Corps

This manual is designed to provide Peace Corps staff with materials that can be used in the inservice training of volunteers. It addresses areas outside the realm of the volunteer's technical job assignment, areas that are directly related to a volunteer's effectiveness on the job. The manual assumes that inservice training will take place 6-12 months into a volunteer's service. Four units cover assessing volunteers' current situations, working with community leaders, mobilizing resources, and developing volunteer personal support. They contain 11 sessions and almost 29 hours of training. Each session consists of a rationale, time, objectives, trainer preparation, materials, prepared newsprint, handouts, references/resources, procedures, and support materials for lectures, examples, and activities. Appendixes contain the inservice needs assessment form and all handouts for the sessions, as well as a form for evaluating the manual. (YLB)

ED 288 046
CE 048 941

Elster, Jan; And Others
The New Role of the Volunteer in Development. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-5.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 85
NOTE- 380p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Developing Nations; *Economic Development; Foreign Countries; Instructional Materials; *International Programs; Learning Activities; Nonformal Education; Problem Solving; *Technical Assistance; Voluntary Agencies; *Volunteer Training
IDENTIFIERS- *Peace Corps

This manual contains 32 hours of training to provide Peace Corps

ED 288 059
CE 048 958

Keeler, Sandy
Basic Writing Skills. A Sequential, Objective-Based Program for Use in Adult Basic Education and GED Preparation Classes.
Green River Community Coll., Auburn, Wash.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 2 Jun 86
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjectives; *Adult Basic Education; Adverbs; *Basic Skills; Behavioral Objectives; Capitalization (Alphabetic); Competency Based Education; *Grammar; *High School Equivalency Programs; Pretests Posttests; Pronouns; Punctuation; Sentence Structure; *Spelling; Syntax; Verbs; *Writing Skills
IDENTIFIERS- 310 Project

This guide is intended for use in helping students master the language arts skills necessary to pass the writing skills portion of the General Educational Development examination. It could also be used in adult basic education classes. The following topics are covered in the individual units: capitalization, punctuation, verb tense, subject-verb agreement, pronouns, troublesome words, correct use of adjectives and adverbs, comparison of adjectives and adverbs, sentence structure, and spelling. Each unit includes a pretest, rules, one or more exercises, a posttest, and an answer key. All materials included in the units have been developed with a view toward providing students with an organized, sequential program that contains clearly stated, measurable learning objectives and that provides students and teachers alike with tangible evidence of the learning that students have accomplished. (MN)

ED 288 060
CE 048 960

Kansas Volunteer Tutor Utilization: Training of Resources. KV-TUTOR. 310-ABE Funded 1984-1985 Volunteer Coordinator Manual.
Wichita Public Schools, Kans.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Div. of Education Services.
PUB DATE- 85
NOTE- 183p.; For a related document, see CE 048 961.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

Glassboro State Coll., N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 87
NOTE- 174p.; For related documents, see CE 048 996-997.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Child Development; Clothing Instruction; *Consumer Education; Family Relationship; Foods Instruction; *Fused Curriculum; Home Furnishings; Housing; Learning Activities; Lesson Plans; *Mathematics Skills; Nutrition Instruction; *Occupational Home Economics; Secondary Education; Statewide Planning; Textiles Instruction

This guide is intended to assist home economics teachers in designing lessons and activities that will reinforce mathematics skills in consumer and homemaking education programs. Included in the guide are a total of 55 mini-lessons on the following areas of home economics: child development; family relationships; foods and nutrition; consumer education; housing, home furnishings, and equipment; and clothing and textiles. Each activity contains some or all of the following: content area, level of difficulty, home economics content objective, mathematics objective, learning activity, and source. An appendix contains the answers to all activities. Also included is a matrix that details (1) the number(s) of the learning activities in which a particular mathematics skill is reinforced and (2) whether a given mathematics skill is required to pass the New Jersey High School Proficiency Test. (MN)

ED 288 072
CE 048 996

Morris, Vivian Gunn; DiObilda, Nicholas
Reading in Consumer and Homemaking Education Programs: A Guide for Reinforcing Basic Skills. Vocational Home Economics Education.
Glassboro State Coll., N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 87
NOTE- 155p.; For related documents, see CE 048 995-997.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Child Development; Clothing Instruction; *Consumer Education; Family Relationship; Foods Instruction; *Fused Curriculum; Home Furnishings; Housing; Learning Activities; Lesson Plans; Nutrition Instruction; *Occupational Home Economics; *Reading Skills; Secondary Education; Statewide Planning; Textiles Instruction

This guide is intended to assist home economics teachers in designing lessons and activities that will reinforce reading skills

for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- Aug 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Decision Making; Educational Research; *Equal Education; Postsecondary Education; Secondary Education; Surveys; *Vocational Directors; Vocational Education

A study identified the meanings of the term "equity in vocational education" to Minnesota administrators of vocational education at the secondary and postsecondary levels. Findings of interviews with 48 administrators indicated they held different meanings for the phrase. About three-fourths expressed a concept of equality (educational programs guided by notions of sameness, likeness, proportionateness). The remainder voiced a meaning of equity (distribution of resources in relation to educationally relevant characteristics of students). Administrators identified a wide variety of personal and professional experiences as factors that contributed to their interpretation; reported that equity entered into decisions relating to personnel, students, and curriculum; and suggested processes to use to indicate the status of equity in vocational education. They identified five categories of factors that facilitate the provision of equity in vocational education and seven categories of factors that serve as barriers to the provision. Administrators felt progress had been made in equity-related policies and practices in vocational education and placed responsibility for equity in vocational education with people in a variety of positions. Their meanings of equity were correlated significantly with their location. (The instrument and 12 data tables are appended.) (YLB)

ED 288 086
CE 049 055

Pucel, David J.; And Others
The Context and Characteristics of Postsecondary Vocational Education Curriculum in the Year 2000: Implications for Policy.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- Nov 87
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum; Curriculum Development; Educational Planning; Educational Policy; *Educational Trends; *Futures (of Society); *Long Range Planning; Postsecondary Education; *Social Influences; Statewide Planning; *Vocational Education

ED 288 099
CE 049 149

Adams, Cynthia
Styles of Narrative Processing: A Qualitative Shift from Adolescence to Mature Adulthood.
PUB DATE- Aug 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Adult Development; *Adult Education; Adults; *Age Differences; Aging (Individuals); Comparative Analysis; *Language Processing; Memory; Recall (Psychology); *Receptive Language

A study compared the way in which subjects belonging to four different age groups produced written recall and summary responses after being presented with a narrative story. A seventh-grade-level, 500-word story that contained 78 idea units was presented to two groups of adolescents (mean ages, 14.14 years and 17.55 years) and two groups of adults (mean ages, 48.35 years and 67.12 years). Half the subjects in each age group were instructed to read the story in a way that would enable them to answer questions about its content, and the other half were instructed to read it for pleasure, in a relaxed and non-goal oriented manner. Reading times were recorded with a digital stopwatch. In general, the adolescents recalled and summarized the story's explicitly given propositional content, whereas many of the mature adults recalled and summarized the story's implicitly psychological and metaphoric meanings as well. This suggests that there may be an age-related shift in narrative processing from an earlier style in which attention is primarily focused on the surface-level details of a narrative's propositional content to a later-developing style in which the deeper psychological and metaphoric meanings in a narrative also become the focus of attention. The study further suggests that the older adults' more interpretive processing style may represent some sort of adaptive mechanism that is used to compensate for the memory deficits that some older adults may experience. (MN)

ED 288 100
CE 049 150

Kimeldorf, Martin; Bradley, Carolyn
Write into a Job.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

NOTE- 21p.; Text of a lecture delivered at the Southwestern University Global Issues Forum (Georgetown, TX, September 1986).
AVAILABLE FROM- Hogg Foundation for Mental Health, P.O. Box 7998, Austin, TX 78713-7998, Attn: Publications Division.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Global Approach; *International Cooperation; *Mental Health; Peace; *Public Health; World Problems
IDENTIFIERS- *World Citizenship; *World Federation for Mental Health

The lecture discussed the following topics: (1) the beginnings in 1948 of the World Federation for Mental Health, a global nongovernmental organization which conceived of mental health in social terms, linking mental health of individuals with that of communities and nations; (2) the limited goal in the late 20th century of citizenship in a world community, rather than the inclusive one of allegiance to a single supraordinate government; (3) the role and functions of nongovernmental organizations (NGOs) affiliated with the United Nations, such as the United Nations Children's Emergency Fund (UNICEF); (4) the advocacy and educational activities of the World Federation of Mental Health, an NGO dedicated to concern with individual members of the human family, existing in an era increasingly marked by systematic genocide; and (5) the relationship of effective world citizenship, membership in a worldwide moral community, and mental health. (ABL)

ED 288 113
CG 020 286

Key, Debra Roberson; Eyres, Gloria
A Child Serving Time on the Outside.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 87
NOTE- 24p.
AVAILABLE FROM- Hogg Foundation for Mental Health, P.O. Box 7998, Austin, TX 78713-7998, Attn: Publications Division.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Case Studies; Children; *Correctional Institutions; Correctional Rehabilitation; *Family Problems; Helping Relationship; Intervention; *Parent Child Relationship; Parenting Skills; Parents; *Prisoners; Social Support Groups
IDENTIFIERS- *Parents and Children Together; Texas

The problems imprisonment creates for children and their incarcerated parents is discussed and two programs which provide support for families are described. Numbers of childen affected by parental incarceration, and how parents and children are affected by incarceration are examined. Problems which an incarcerated parent must deal with are listed, including how to explain the parent's absence, care of the children, disruption of the parent-child relationship, loss of control, financial problems, child custody, lack of parenting skills and/or coping skills, the

PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accidents; *Adjustment (to Environment); *Attribution Theory; *Coping; *Injuries; *Locus of Control; Personality Traits
IDENTIFIERS- *Self Blame; *Spinal Cord Injuries

Bulman and Wortman's (1977) study of severe accident victims showed that victims who blamed themselves as the cause of the accident were more likely to receive higher coping ratings from a nurse or social worker, while victims who blamed others for the accident or who saw the accident as avoidable were more likely to be rated as having coped poorly. The present study attempted to replicate this self-blame-coping relationship. Interviews were conducted with 31 spinal cord injured patients within 18 months of the injury. Nurses, occupational therapists, and physical therapists who worked with the patients completed questionnaires. Questionnaires included the Bulman and Wortman items, the Profile of Mood States, and the Causal Dimension Scale. Subjects reported a moderate amount of self-blame, and behavioral self-blame was most common. Alcohol use prior to the accident was the best predictor of self-blame. The results found no support for the functionality of self-blame for effective coping. Patients were judged to be coping effectively when they were happy, did not blame others, did not blame chance, were alone at the time of the accident, and attributed blame to circumstances for the accidental event. Blaming another was related to poorer coping. Alternative explanations that mood, control, and perceived avoidability mediate the relationship between self-blaming attributions and coping were not supported. (NB)

ED 288 128
CG 020 301

Snodgrass, Sara E.; Rosenthal, Robert
The Effect of Role on Interpersonal Sensitivity: Further Evidence.
SPONS. AGENCY- Skidmore Coll., Saratoga Springs, N.Y.
PUB DATE- 11 Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; Interpersonal Competence; *Interpersonal Relationship; *Role Perception; Self Evaluation (Individuals); Sex Differences; Simulation

Past research has shown that those in a subordinate (learner) role are more sensitive to how their leaders (teachers) feel about them than are leaders sensitive to their followers. This study was conducted to further investigate this phenomenon by assigning

Bachman, Jerald G.; And Others
The Monitoring the Future Follow-Up Surveys: A Description of Key Experiences during the First Years after High School. Monitoring the Future Occasional Paper Series, Paper 18.
Michigan Univ., Ann Arbor. Inst. for Social Research.
PUB DATE- 85
NOTE- 229p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Employment; *Experience; *Family Life; Higher Education; *High School Graduates; *Life Style; Longitudinal Studies; Marital Status; Military Service; National Surveys; Values; *Young Adults
IDENTIFIERS- *Monitoring the Future

The Monitoring the Future project was created to measure and report longitudinal changes reflecting the impacts of such post-high school experiences as college, the military, employment, homemaking, unemployment, marriage, and parenthood. In addition to annual surveys of high school seniors, the project includes follow-up surveys extending to 10 years after graduation. This paper provides the first reporting of Monitoring the Future follow-up data on important lifestyle experiences, values, and aspirations during the 6 years following high school graduation. Among the variables covered are marital and parental status, residence and living arrangements, educational plans and experiences, employment status and experience, earnings and sources of income, political and religious orientations, and patterns of recreational behavior. A brief section on methods provides an overview of the study design; further detail is provided in Appendix A. A section entitled "Analysis Strategy" specifies the sets of respondents included in the analyses and the variables used to define subgroups of special interest. This section should be reviewed before using the material in Appendix B. Appendix B contains the most extensive and detailed data, consisting of frequency distributions and means for a wide range of questions asked of follow-up respondents. It includes a descriptive content index as a ready guide for accessing material. A section entitled "Selected Findings" provides commentary on some of the findings. (NB)

ED 288 144
CG 020 317

Bachman, Jerald G.; And Others
Changes in Marijuana Use Linked to Changes in Perceived Risks and Disapproval. Monitoring the Future Occasional Paper Series, Paper 19.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 86

ED 288 157
CG 020 330

Doriety, Thomas E.
Project Report: Designing a Systematic Approach to Human Resource Development in a Residential Treatment Setting.
PUB DATE- Jan 87
NOTE- 17p.; Paper presented at the Annual South Florida Conference for Child and Youth Care Administrators (Miami Beach, FL, January 23-24, 1987).
AVAILABLE FROM- Information Services of Florida, 2538 Johnson St., Hollywood, FL 33020 (1-9 copies, $4.50 each, postpaid; 10 copies, $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; *Computer Oriented Programs; *Institutional Personnel; *Microcomputers; *Residential Programs; *Staff Development

This paper reports on a project designed to address deficits discovered in the scheduling and documentation of training events for employees at a large psychiatric treatment center which provides a therapeutic community for the treatment of 400 severely emotionally disturbed and developmentally disabled children, adolescents, and young adults. The objective of the project is described as aiding in the development of a systematic approach toward the administation of human resource development. Microcomputer involvement is discussed in the areas of the storage of text such as training policy, program descriptions, and training curriculum; file development and information retrieval for employee records; and training notification and verification functions. The report describes how files were developed for individual employees to identify those in need of required training, how roster files were created and personal notifications sent to employees in an attempt to reduce absenteeism and the number of classes taught, how reports were compiled on a monthly and annual basis using data from employee files, and how turnover statistics were compiled which led to the development of appropriate intervention strategies. Documentation of a dramatic rise in attendance at training events is explained. The report contains examples of employee files, notifications, reports, and an evaluation procedure to determine future effectiveness. (Author/NB)

ED 288 158
CG 020 331

DeLucia, Janice L.; Kalodner, Cynthia R.
The Addition of an Individualized Cognitive Intervention to a Standardized Behavioral Intervention for Obesity.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April

SPONS. AGENCY- Council for International Exchange of Scholars, Washington, D.C.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
GRANT- 1R01-MH-40390
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Response; *Learning; Performance; *Performance Factors; *Problem Solving
IDENTIFIERS- Commons Dilemma Choices; *Mood Induction; *Moods

This study examined the effects of moods on problem solving. Subjects (N=64) were randomly assigned to either a happy, sad, angry, or neutral condition. Moods were induced and then subjects worked on a commons dilemma problem. Subjects were given 18 trials in which to figure out by trial and error how many tons of fish could be taken from a pool while still maintaining the maximum propagation rate. The propagation rate was defined by a continual curvilinear function. Whether the subject discerned the rule was inferred from his or her predictions. The results concerning the subjects' ability to learn the function underlying the task revealed that subjects in the neutral condition were better able to decipher the correct function than were subjects in the happy, sad, or angry conditions. The results concerning actual performance on the task revealed that subjects in neutral and happy moods performed better on measures of subjects' outcomes on the task than did subjects in either the sad or angry conditions. These findings confirm the predictions that happy, angry, and sad moods would all interfere with learning of a function underlying a commons dilemma problem, and that negative moods would likely be detrimental to effective performance on such a task. (NB)

ED 288 173
CG 020 348

Bello, Gerald A.
Counseling Developmentally Handicapped Students: A Cognitive Approach.
PUB DATE- Jun 87
NOTE- 16p.; Paper presented at the Annual American School Counselor Association Elementary/Middle School Guidance Conference (Columbus, OH, June 28-July 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; *Cognitive Restructuring; *Counseling Techniques; *Counselor Role; *Developmental Disabilities; Elementary Secondary Education; *School Counselors; Student Characteristics

Daly, Nancy Jo; And Others
Clues about Reading Enrichment (CARE).
PUB DATE- Jul 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Beginning Reading; Elementary Education; Family Environment; Parent Attitudes; *Parent Child Relationship; *Parent Participation; Parent Responsibility; Parent School Relationship; Prereading Experience; *Reading Aloud to Others; Reading Games; Reading Habits; *Reading Instruction; *Reading Interests; Reading Material Selection; Reading Skills; *Recreational Reading; Story Reading; Supplementary Reading Materials

Compiled by members of the Reading Committee of the North Middlesex Regional School District (Massachusetts), this illustrated guide provides tips, suggestions, and activities that parents can follow at home to help their children read. The Clues about Reading Enrichment (CARE) guide notes that regularly reading aloud to and with children is an important way for parents to help improve children's reading, writing, and thinking skills, and at the same time to enhance the parent-child bond. Titles of chapters in the guide are as follows: (1) "Creating a Reading-Learning Environment"; (2) "Vocabulary Activities"; (3) "Listening Activities"; (4) "Writing Activities"; and (5) "Comprehension Activities." Appendixes include interest inventories that parents can use to select interesting reading materials for their children, a copy of the Clues about Reading Enrichment survey, and a bibliography. (SKC)

ED 288 187
CS 210 684

Spieczny, Sandra
Dancing Backward: Women's Magazines and the Equal Rights Amendment, 1970-1979.
PUB DATE- 1 Aug 87
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; Comparative Analysis; Content Analysis; Editorials; Editors; *Feminism; Journalism; Legislation; Mass Media; *Mass Media Effects; Media Research; News Reporting; *Periodicals; *Political Issues; Reading Materials; Sex Discrimination; *Sex Fairness; Social Change
IDENTIFIERS- Audience Awareness; Editorial Policy; *Equal Rights Amendment; Media Role; Schlafly (Phyllis); *Womens Magazines

A study examined how women's magazines covered the Equal Rights

Nist, Elizabeth A.
"Colloquium": A Conversation about Excellence.
PUB DATE- Aug 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Council of Writing Program Administrators (Logan, UT, August 5-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Administrator Role; College Faculty; Curriculum Guides; Educational Improvement; Higher Education; *Meetings; Part Time Faculty; Program Development; Staff Development; Staff Meetings; Teacher Administrator Relationship; Teacher Attitudes; *Writing Instruction

Small community or vocational colleges often face the problem of trying to run quality academic programs with adjunct or part-time faculty who have little contact with the regular faculty and little say in policy-making. The Utah Valley Community College writing program, which successfully combined regular and adjunct faculty in planning and decision making, developed a plan for frequent staff colloquiums, for conversation and staff development. Adjunct faculty were paid their hourly rate to attend, and contract staff were expected to attend as well. A flexible curriculum guide for teaching writing was drawn up and distributed to the staff, and manuals for other writing courses were also drafted. A growth of rapport and trust was instrumental in overcoming a period of slowed progress, when adjunct faculty were not exercising their right to voice opinions. To continue the program, a contract faculty member was given time to chair the colloquium, and a staff development course, "Instructional Methods in College Writing Courses," was funded and will be offered again. Essential for the success of the colloquium program was the participation of both adjunct and contract faculty, with equal votes and equal respect from colleagues. (JC)

ED 288 201
CS 210 859

Blau, Sheridan
Freeing Attention and Focusing Concentration through Invisible Writing: An Experimental Mode of Free Writing.
PUB DATE- Mar 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Cohesion (Written Composition); Higher Education; Teaching Methods; Theory Practice Relationship; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; *Writing Skills

A Re-examination of "Kairos": Implications for Moral Accountability and Rhetorical Criticism.
PUB DATE- Nov 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Clues; *Ethics; Moral Issues; *Rhetoric; *Rhetorical Criticism; Speech Communication; Standards
IDENTIFIERS- Classical Rhetoric; *Relativism; *Timeliness

There are two views of the rhetorical principle of "kairos," or timeliness: first, the deterministic notion of "kairos" as a preordained "right" time in which certain activities are appropriate, and second, the relativistic notion of "kairos" as an exercise "in the nick of time." A satisfactory definition of "kairos" must acknowledge that some well-timed rhetorical effects (humor, for example) cannot be determined by strict rules, but rather are relative to context and situation. The relativistic dimension of "kairos" also explains how rhetorical truth relies not on the representation of objective facts, but on the terms of what is understood and accepted at a particular time. Moreover, this sense of "kairos" explains how identical acts can appear just or good at one time, unjust or evil at another. On a moral level, the absence of absolute standards by which to hold speakers accountable for their acts actually invests speakers with greater moral responsibility to discern when to act and what act to perform. The recognition of these two counterpoised views of "kairos" implies that rhetoric involves combining the prudence to judge the proper time to speak with the courage to speak at the precise moment one's rhetorical contribution will be most fitting. (JG)

ED 288 215
CS 505 769

Grafton, Lee Geary
The Mediating Influence of Efficacy on Conflict Strategies Used in Educational Organizations.
PUB DATE- Nov 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Communication Problems; Communication Research; *Conflict Resolution; Credibility; Evaluation Criteria; *Organizational Communication; Organizational Effectiveness; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Role

A study examined whether teacher efficacy affects the relationship between the teachers' perceptions of the school principal and the perceived communication conflict strategies teachers use when they disagree with the principal. To test this relationship, 830

ED 288 228
CS 505 809

Getz, Glenn
"The Lone Ranger" Rides Again: Recurring Images of the Justice Hero in "The Equalizer."
PUB DATE- Nov 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Television; *Characterization; Comparative Analysis; *Cultural Context; Females; Males; *Mass Media Effects; *Popular Culture; Programing (Broadcast); Sex Role; Television Research
IDENTIFIERS- Archetypes; Equalizer (Television Series); *Heroes; Lone Ranger (Television Series); Male Female Relationship; *Television Criticism

A study compared the two television series, "The Lone Ranger" and "The Equalizer" to see whether the protagonists conform to the American archetype of the justice hero--defined as the hero who deals with crime in society. A formula analysis of the two television texts reveals that both heroes are male, scrupulous, independent, possess almost superhuman faculties, are aggressive and violent, show very little emotion, are mysterious (the masked Lone Ranger rides into town in time of trouble and leaves immediately after controlling the situation, while the Equalizer is an ex-secret operative based in New York City who accepts no payment for his help), and attractive to women. For all practical purposes, the Lone Ranger and the Equalizer are the same man. Sidekicks in both series serve a similar function: they do the dirty work and act as foils. The criminals are always male, and their victims are nearly always vulnerable females. The opening credits of "The Equalizer," depicting a dark and frightening urban atmosphere, consist of a barrage of images of men and women interacting. McCall, the hero, is highlighted at the end of the sequence--a masculine protector and a father figure. The more youthful Lone Ranger shows his masculinity in brilliant escapes and close calls. The justice hero in both series stands alone (functioning as a vigilante) outside the law enforcement system. Close study of these texts suggests that the television justice hero has remained virtually intact in his mythic structure over the past 30 years. (Notes and references are attached.) (NKA)

ED 288 229
CS 505 810

Stewart, Lea P.
Where Were the Whistleblowers? The Case of Allan McDonald and Roger Boisjoly.
PUB DATE- Nov 87

Stern, David
Teachers' Salaries, Class Size, and Student Achievement in Grades 3 and 6: Some New Evidence.
PUB DATE- Apr 87
NOTE- 34p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; *Cost Effectiveness; Elementary Education; Grade 3; Grade 6; Performance; Regression (Statistics); *Teacher Salaries; *Teacher Student Ratio
IDENTIFIERS- *California

Using data on mean achievement of third and sixth graders in individual California schools, coupled with salary data for those students' teachers, this study tested whether teacher salary variables are associated with student achievement, when socioeconomic characteristics are controlled. Differences among schools in the amount of teachers' pay per pupil are the result of differences in the level of district salary schedules, placement of each school's teachers on the local salary schedule, and the number of teachers per pupil. The study also introduced a novel procedure for using daily student class hours (instead of average daily attendance) as a more refined measure of student attendance. Several versions of the regression model were estimated for two different grade levels and three separate subjects in two different years. Results showed that achievement was positively and significantly associated with local salary schedule level, positively associated with placement of the school's teachers on the salary schedule, and negatively associated with the teacher-pupil ratio. Possible reasons for these associations are discussed. Results clearly imply that raising teacher salaries would be more cost-effective than reducing class size in California schools. Included are 15 references and 5 tables. (MLH)

ED 288 242
EA 019 720

Small, Sue E.
A Client-Based Needs Assessment: A Model for Defining Staff Development Objectives for School-Based Administrators.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985). Some tables and figures contain marginally legible type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *Cooperation; Educational Change; Elementary Secondary Education; *Inservice Education; *Management

ED 288 254
EA 019 747

Weger, Christine D.; Weiss, Russell, Jr.
Selecting and Using Your School Board Attorney. Focus on School Law Series.
New Jersey School Boards Association, Trenton.
PUB DATE- 83
NOTE- 24p.; For related documents, see EA 019 746-750.
AVAILABLE FROM- Publication Sales, New Jersey School Boards Association, P.O. 909, Trenton, NJ 08605-0909 ($5.00; $20.00 for the series of 5 publications).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Contracts; Contract Salaries; Elementary Secondary Education; *Lawyers; *Legal Assistants; Legal Costs; Legal Problems; *Personnel Management; Personnel Policy; *Personnel Selection; Professional Personnel; Recruitment; *School Law
IDENTIFIERS- New Jersey School Boards Association

The rapid growth of law and litigation in schools during the last several decades has made it critically important that school districts secure good legal advice and representation. This pamphlet is designed to address this need of the New Jersey School Boards Association (NJSBA) membership by providing information on how to select, compensate, and work with a school board attorney. The first section, on selection of an attorney, outlines an appropriate job description, including litigation, attendance at board meetings, consultation and advice, and preparation and review of documents. Qualifications are then discussed, along with advice on obtaining applications, conducting interviews, and checking references. The second section provides suggestions for working with the school board attorney: (1) seek advice early; (2) give the attorney adequate time to respond; (3) help the attorney assume the proper role; (4) work on better methods of communication and evaluation; and (5) what to do if problems persist. The third section discusses a set of alternative plans for compensating the board attorney: full-time counsel, general retainer agreements, limited retainer agreements, and no retainer. The NJSBA recommends that every board seek a fee arrangement that includes a retainer to cover telephone consultations at no additional charge per call. Also discussed are the written agreement, average district expenditures for legal services, and tips for controlling costs. The concluding section describes services available to school board attorneys from the legal staff maintained by the NJSBA. Appended are results of an NJSBA survey of chief school administrators conducted in spring 1982 on the subject of school district legal services. (TE)

ED 288 255
EA 019 748

ED 288 267
EC 200 518

Huebner, Kathleen Mary; And Others
Training Ideas, Strategies and Activities. Collaborative Planning: Transition from School to Work. National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped.
American Foundation for the Blind, New York, N.Y.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 204p.; For related documents, see EC 200 517 and EC 200 754.
GRANT- G028400018
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; *Blindness; Cooperative Planning; *Education Work Relationship; High Schools; Inservice Education; Learning Activities; Postsecondary Education; Publications; Social Support Groups; Staff Development; Teamwork; *Training Methods; Transitional Programs; *Visual Impairments; *Vocational Rehabilitation; Workshops

Developed as part of a project to encourage state-wide collaborative agreements between education and rehabilitation agencies involved in the transition of blind and visually handicapped students (ages 16-25) from school into the work force, the manual is intended to assist state teams of education, rehabilitation, parent, and consumer representatives in their training function. Part I presents needs, goals, and objectives in five sections focused on students, parents, professionals, adult role models, and employers, respectively. Part II presents modules for four training options: (1) individual transition plan through the individual transition team; (2) self-help group development; (3) publication development; (4) seminar/conference/workshop development. Modules typically contain handouts, specific group activities, worksheets, resource lists, examples, and references. (DB)

ED 288 268
EC 200 587

Carta, Judith J.; And Others
ESCAPE: Eco-Behavioral System for Complex Assessments of Preschool Environments. Research Draft.
PUB DATE- Aug 86
NOTE- 31p.; A product of the Juniper Gardens Children's Project, Kansas City, KS.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Patterns; Classroom Observation Techniques;

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computation; *Discovery Learning; Elementary Secondary Education; *Mild Mental Retardation; Moderate Mental Retardation; *Number Concepts

The study investigated whether 15 children (ages 6-21) with IQs from 31 to 66 could spontaneously invent more efficient calculational procedures and abstract basic arithmetic relationships after individualized tutoring in computation. Experimental subjects were given training that focused on accurate computation but specific relationships and calculational shortcuts were not pointed out. As a result of the computational training, many experimental subjects spontaneously invented shortcuts for the concrete counting-all procedure they already knew including the "counting fingers strategy." More experimental than control children (who received training in nonarithmetical areas) discovered that applying the commutativity principle could shortcut their computational effort, and more experimental than control subjects mastered facts involving zero and one. (DB)

ED 288 283
EC 200 753

Hall, Penelope K.; And Others
The Presence of Word-Retrieval Deficits in Developmental Verbal Apraxia.
PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Detroit, MI, November 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Articulation Impairments; Communication Skills; Elementary Education; *Expressive Language; *Language Handicaps; *Receptive Language; *Speech Handicaps; Speech Skills; *Verbal Ability; Verbal Tests
IDENTIFIERS- *Apraxia (Speech); *Word Retrieval

Five children, aged 7-10 years, exhibiting Developmental Verbal Apraxia (DVA) were evaluated to determine the presence of word-retrieval problems. DVA is a symptom cluster including at least some of 21 potential symptoms, such as delayed speech development and severe articulation disorder. The Boston Naming Test (a picture confrontation naming task) and the Peabody Picture Vocabulary Test-Revised, Form L, were administered to all subjects. Evidence of word-finding problems was based on the number of correct responses, the speed with which responses were given, and other word-finding behaviors. Results indicated that the DVA children had more restricted receptive vocabularies, expressively identified fewer pictures correctly upon confrontation, identified the pictures more slowly than did normal children of the same age, and exhibited more behaviors often associated with word-finding

NOTE- 94p.; For volume 2 of this monograph series, see EC 200 768.
GRANT- DH-30066
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- *Behavioral Science Research; Cultural Differences; *Disabilities; Early Childhood Education; *Ecological Factors; *Educational Psychology; Elementary Secondary Education; Evaluation Methods; Instructional Development; Language Role; Outcomes of Education; Program Evaluation; *Special Education; Student Behavior; Time on Task
IDENTIFIERS- Behavioral Psychology; *Ecobehavioral Analysis; *Ecological Psychology

This monograph contains five papers that discuss an eco-behavioral approach to psychology, special education, and applied behavior analysis. The papers point out the advantages of assessing ecological factors (such as natural stimuli and special education procedures) in a quantitative fashion and in a temporal relationship with student behavior. An introductory chapter by Charles R. Greenwood defines eco-behavioral research and indicates its potential benefits. The first paper, a literature review by Donald Dorsey, finds that frequently contradictory research on the effective use of instructional time should be made more precise and broader in scope, by pairing behavior analysis and ecological psychology. Next, Greenwood assesses eco-behavioral relationships in special education outcome research and argues for the development of a powerful, widely practiced technology of instruction. Carmen Arreaga-Mayer examines the literature dealing with ecological and teaching variables that affect the academic performance of culturally and linguistically different learners. Judith Carta proposes an eco-behavioral approach to evaluation of preschool programs for the handicapped, which allows for determination of early intervention effectiveness and specification of the factors responsible. Gary Verna examines theoretical and empirical issues related to current ecological developments within the field of applied behavior analysis. (JDD)

ED 288 297
EC 200 768

Arreaga-Mayer, Carmen, Ed.; And Others
An Eco-Behavioral Approach to Research in Special Education. The Juniper Gardens Children's Project. [Volume 2].
Kansas Univ., Lawrence. Bureau of Child Research.; Kansas Univ., Lawrence. Dept. of Human Services and Family Life.; Kansas Univ., Lawrence. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Feb 87
NOTE- 128p.; For volume 1 of this monograph series, see EC 200 767.
GRANT- DH-30066
LANGUAGE- English

ED 288 310
EC 200 781

Allen, Julie A.; Koike, Kazunari J. M.
Use of a Filtered Speech Model in Articulation Therapy.
PUB DATE- 22 Nov 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Detroit, MI, November 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acoustic Phonetics; *Articulation Impairments; Audio Equipment; Electronic Equipment; Primary Education; Speech Tests; *Speech Therapy
IDENTIFIERS- *Electroacoustic Filters

Using 10 kindergarten children with poor articulation of /s/, this study sought to determine whether modification of speech sounds by the use of an electroacoustic filter improved the children's /s/ articulation, as compared to training of /s/ using non-filtered words. Posttest scores, as measured by "A Deep Test of Articulation," showed a significant improvement for some members of the experimental group over their pretest scores, while the control group made little or no improvement. The study was intended to encourage speech-language pathologists and researchers to explore the potential effectiveness of such a filter in remediation training of misarticulated sounds. A list of suggestions for future research is provided. (JDD)

ED 288 311
EC 200 782

O'Reilly, Robert C.; Squires, Sandra K.
Special Education In-Service for Metro Area School Administrators.
Nebraska Univ., Omaha. Coll. of Education.
SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln.
PUB DATE- Sep 85
NOTE- 23p.; Funded by the Comprehensive System of Personnel Development.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Disabilities; Educational Trends; Elementary Secondary Education; *Inservice Education; *Principals; *Special Education
IDENTIFIERS- *Education for All Handicapped Children Act; Nebraska

DESCRIPTORS- Clothing; *Daily Living Skills; Dental Health; *Developmental Disabilities; Eating Habits; Hygiene; Normalization (Handicapped); *Parent Child Relationship; Parent Education; *Self Care Skills

Practical advice for parents of handicapped children is the focus of this issue on self-care skills including self-feeding, dressing, and personal hygiene. Ten initial tips for teaching skills to children include constant repetition, modeling, and keeping verbal instruction to a minimum. The section on self-feeding addresses the topics of voluntary swallowing, chewing, hand-mouth feeding, good manners, praise, and dealing with negative habits. Tips on dressing and undressing give directions for teaching skills related to handling each article of clothing, as well as zipping and buttoning. Ways to facilitate the child's ability to practice and respond positively to personal hygiene routines (bathing, handwashing, toothbrushing) are supplemented by a section on good grooming for adolescents. (JW)

ED 288 325
EC 201 203

Murphy, Linda; Corte, Suzanne Della
Guardianship.
PUB DATE- Jun 87
NOTE- 9p.; For the 1986 issues, see ED 278 182.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($18.00 per year, $3.50 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Day Care; Adult Foster Care; *Adults; *Estate Planning; Fathers; Financial Needs; *Financial Support; Money Management; Parent Role; Personal Care Homes; Residential Care; *Severe Disabilities; Trusts (Financial); Wills
IDENTIFIERS- *Guardianship

Issues in the provision of lifelong care for a handicapped son or daughter are discussed. Three types of guardianship are described: total guardianship, partial or limited guardianship, and collective guardianship/joint trust. Topics addressed include reasons for setting up a trust, specific trust provisions, terminating the trust, social security and other benefits, life insurance, and the disposition of savings. Selection of a trustee or guardian, the guardian's role, and record-keeping for the guardian are also discussed. A section of do's and don'ts includes the recommendation to select an attorney experienced in setting up trust agreements and wills for the handicapped. (JW)

ED 288 326
EC 201 204

Kelly, Leonard P.; Nolan, Thomas W.
Using the 3-Sigma Limit to Identify Significantly Long Pauses during Composing.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Deafness; Higher Education; Revision (Written Composition); *Time Factors (Learning); *Writing (Composition)

Ten deaf college freshmen and a comparison group of five hearing students participated in a study of a method to identify long pauses in written composition that have important statistical properties. Subjects first wrote two initial drafts of short stories they had viewed on video tape. Later, they revised and recopied their two originals and one common story account that presented the same content to all subjects. While they were writing under each condition, the duration and location of subjects' pauses were recorded by a computer graphics tablet. Rates of pausing were calculated, and errors identified and classified according to severity. Among findings were that hearing writers were more attentive to errors and more successful in correcting their own errors than deaf writers; and the system used was a reasonable method for identifying serious interruptions in the writing process. Implications for instruction are briefly reviewed. (CL)

ED 288 340
EC 201 221

Samuels, Marilyn; Price, M. Anne
Inservice Evaluation Project.
Alberta Dept. of Education, Edmonton.
PUB DATE- 5 Dec 86
NOTE- 120p.; For related document, see EC 201 222.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Knowledge Level; *Learning Disabilities; *Needs Assessment; Program Effectiveness; Self Evaluation (Individuals); Special Education Teachers; Surveys; Teacher Attitudes; Teaching Skills
IDENTIFIERS- Alberta (Calgary)

The report details information on a study of effective inservice programs in the area of learning disabilities (LD) in Calgary, Alberta, Canada. Section 1 describes the content of the 28 Learning Centre inservice programs which were attended by 739 educators.

women were recruited. Of those, 158 enrolled in a "Returning Woman" course or a vocational college program. Only 13 women received financial assistance. Since all programs are one-year certificate or two-year degree, no students had completed a training program for job placement at the time this report was written. Close linkages were developed with offices on campus such as student development, financial aid, Job Training Partnership Act, public relations, and lifelong learning. Networking with community agencies resulted in referrals and recruitment of advisory committee members. During the next year, emphasis will be placed on coordination of individual and group counseling with student development and community agencies, coordination of noncredit classes with the office of lifelong learning, and coordination of financial assistance with the Job Training Partnership Act. (Attachments to the 14-page project report include project publicity, brochures, the module "Math for Returning Women," correspondence, and forms.) (Author/KC)

ED 287 976
CE 048 421

Reinforcing Basic Skills through Vocational Education.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Mar 87
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Competence; Educational Resources; Guidelines; *Integrated Curriculum; Learning Activities; *Lesson Plans; Mathematics Instruction; Reading Instruction; *Reinforcement; Secondary Education; Skill Development; State Curriculum Guides; *State Standards; Teaching Methods; *Vocational Education; Writing Instruction
IDENTIFIERS- *South Carolina

This guide presents a statewide strategy to ensure that all South Carolina vocational educators are properly prepared to provide relevant basic skills reinforcement instruction as part of all vocational courses. The guide is organized in three sections. The first, a short section, answers the following questions: (1) Why should basic skills be reinforced in vocational education? (2) What are basic skills? (3) How are basic skills currently reinforced in vocational education? and (4) What is South Carolina's strategy for increased implementation? Following this section are sample lesson plans showing how the state-adopted basic skills objectives could be taught in vocational courses. Each lesson plan emphasizes one basic skill in one vocational course. Each lesson has an objective, suggested measurement strategy, competency, performance objective, basic skill, basic skill objective, instructional activities, instructional materials required, evaluation, assignment sheets with answer keys, and student self-check with answers. The final section of the guide is an annotated list of resources. (KC) but must instead become international adult educators to some extent. This is not to say that adult educators must teach an international subject every day. What it does mean is that they must make international understanding the perimeter or frame of reference for all their professional work. International adult educators live very consciously in the world, not only in their own cities or countries, and they try to see their own countries in a world context and be aware of their own national shortcomings. This in turn brings a perspective into their classrooms that opens the minds of adults to see themselves as responsible actors on the stage of the entire planet. The rapid growth of the International Council for Adult Education is proof that adult educators all over the world have a need and an interest in knowing each other and working together in a shared vision of the role of adult education in enhancing the quality of life on a global scale. As the council's founder, Dr. Roby Kidd was aware that the vast differences between adult education in industrialized and developing nations demand more than comparison of programs in different areas. What is really needed is a commitment among adult educators to mutual understanding and the sharing of personal insights to help others solve their problems. George Aker, Helena Kekkonen, and Adolfo Perez Esquivel are other prominent internationalists in the field of adult education. They have understood the need for and worked for international cooperation in the field of adult education despite the many political, cultural, and religious differences that sometimes make cooperative efforts difficult to develop. (MN)

ED 287 990
CE 048 755

Training People To Live without Welfare. A Booming Massachusetts Economy and the Employment and Training Choices Program Combine To Save Taxpayers Millions. Special Report.
Massachusetts Taxpayers Foundation, Boston.
PUB DATE- Aug 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Career Education; Comparative Analysis; *Economic Factors; *Employment Programs; *Job Training; *Program Effectiveness; Program Evaluation; Regression (Statistics); *State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Massachusetts

An evaluation identified the separate effects that the Massachusetts Department of Public Welfare's Employment and Training Choices Program (ET) and the healthy Massachusetts private economy have had on welfare caseloads. The analysis was limited to the Aid to Families with Dependent Children (AFDC) portion of the ET program. Regression equations were developed that explained the welfare caseload as a function of the employment level in the state's economy and as a function of ET program activity. Findings were that ET is successful because it removes barriers to labor

IDENTIFIERS- Finger Lakes Dislocated Workers Project NY

The Finger Lakes Dislocated Workers Project is a regionally oriented program that coordinates job retraining, career counseling, and placement services for workers whose positions have been terminated because of layoffs, skills obsolescence, and early retirement. The perceptions, attitudes, and behavior of those dislocated workers who had registered with the project were studied to assess the services currently being offered through the project and identify services that should be added or possibly discontinued. Of the 2,075 self-administered questionnaires that were mailed out, 317 usable responses were received within 3 weeks (a response rate of 15 percent). Overall, the dislocated workers who were actively involved with the project spoke highly of it, and those who found new employment through the project reported high satisfaction with their new job and expect to use their newly acquired skills. Most of those who had secured jobs started at salaries well below their prior position, which was true whether or not the person had completed the training program. The indirect evidence indicated that project clients rely heavily on informal channels in their job searches. Although satisfaction with the project was generally high, several problems that can be broadly classified as communication and logistics problems were identified in the application and training process. (The survey instrument and detailed findings for each of its 29 questions are appended.) (MN)

ED 288 005
CE 048 792

Entrepreneurship Models.
Finger Lakes Regional Education Center for Economic Development, Mount Morris, NY.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 87
NOTE- 276p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Business Administration; Community Colleges; Demonstration Programs; *Disabilities; *Dislocated Workers; *Entrepreneurship; *Females; *Minority Groups; Models; Postsecondary Education; Program Development; Program Implementation; Records (Forms); Regional Planning; Regional Programs; Rural Areas; Seminars; Small Businesses; Suburbs; Urban Areas; Workshops; *Youth Employment
IDENTIFIERS- *New York

This guide describes seven model programs that were developed by the Finger Lakes Regional Center for Economic Development (New York) to meet the training needs of female and minority entrepreneurs to help their businesses survive and grow and to assist disabled and dislocated workers and youth in beginning small businesses. The first three models presented are geared toward helping female urban, suburban, and rural entrepreneurs (developed by Monroe Community College, the Wayne/Finger Lakes Board of

(Pennsylvania) to develop, in cooperation with area vocational-technical schools, the first year of a competency-based curriculum in automated systems/robotics. Existing programs were reviewed by the task force and a list of sample competencies was developed and sent to area manufacturers for a rating of task importance. The results of these efforts and the curriculum itself are presented in three sections. The first section covers general business/industry trends; Automated Systems/Robotics Technology curriculum; articulation; and a proposed second-year course listing. The second section of the curriculum guide lists educational specifications for the robotics laboratory and the fluid power laboratory, and the final section lists equipment specifications. Appendixes to the report list the task force members, describe the literature search, and provide a task listing with manufacturers' ratings. Sample task force letters complete the report. (KC)

ED 288 019
CE 048 875

Development of Articulated Competency-Based Curriculum in Computer Integrated Manufacturing Technology. Final Report.
Luzerne County Community Coll., Nanticoke, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 30 Sep 87
NOTE- 124p.
CONTRACT- 85-7011
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Competence; Competency Based Education; *Computer Oriented Programs; *Course Content; *Curriculum Development; Curriculum Guides; Drafting; *Manufacturing; Technological Advancement; Two Year Colleges; Vocational Education
IDENTIFIERS- *Computer Integrated Manufacturing

A project was conducted at the Community College of Luzerne County (Pennsylvania) to develop, in cooperation with area vocational-technical schools, the first year of a competency-based curriculum in computer-integrated manufacturing. Existing programs were reviewed and private sector input was sought in developing the curriculum and identifying needed equipment and facilities. The curriculum developed by the task force is included in this document, presented in three sections. The first section covers general business/industry trends; computer-integrated manufacturing/computer-aided manufacturing technology programs; program competencies; course competencies for technical drafting, manufacturing processes, computer-assisted drafting, and industrial safety; articulation; and a proposed second-year course listing. The second section of the curriculum lists educational specifications for the various courses, and the last section lists equipment specifications. Appendixes to the report list the task

make windchimes. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

ED 288 033
CE 048 926

Project P.R.O.U.D. Book 4.
Mid-State Literacy Council, State College, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 85
NOTE- 49p.; For other readers in this series, see CE 048 922-928.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Illiteracy; *Language Experience Approach; Learning Activities; Literacy Education; *Reading Instruction; Reading Materials; *Reading Skills; *Student Developed Materials; Tutoring
IDENTIFIERS- 310 Project

This reader, the fourth in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 4 correlates to Skill Book 4 and above. Titles of stories in this reader are The Story of Deer, Peter's Day, My Children, A Drop-Out, Keeping Busy, Dolly, My Trip, A Good Deed, The Best Thing That Ever Happened to Me on Halloween, Story of Pigs, Sarah's House, and A Special Day. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

ED 288 034
CE 048 927

Project P.R.O.U.D. Book 5. Viet Nam.
Mid-State Literacy Council, State College, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 85
NOTE- 20p.; For other readers in this series, see CE 048 922-928.

trainees with background for their role as volunteers in the development of another country. Section 1 is a guide for trainers that provides an overview of the content and methodologies used in the manual and a collection of information on training techniques. Section 2 is a brief summary of the purpose, knowledge, and skills developed in each session and the total time required for the session. Section 3 includes a complete design for each of 12 sessions. Each outline consists of a rationale, time requirements, goals, trainer presentation, materials, prepared newprint, handouts, and procedures. At the end of each session are the handouts to be used. Topics are perspective on development, dynamics of development, information gathering as a development tool, facilitating development--the role of the volunteer, nonformal education as a development tool, problem solving, working with others--volunteer styles and approaches, community analysis, community leadership, project development--planning/management, responsibilities of a development worker, and summary. Section 4 provides abbreviated session outlines for use by experienced trainers in developing training. Section 5 is a collection of all the handouts to be used during training. They are collected to facilitate duplication. (YLB)

ED 288 047
CE 048 942

Vittitow, Dick; Elster, Jan
Working as Counterparts. A Peace Corps In-Service Training Manual. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-6.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 85
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Bureaucracy; *Cooperation; *Developing Nations; Economic Development; Federal Programs; Foreign Countries; *International Programs; Interpersonal Competence; *Technical Assistance; Voluntary Agencies; *Volunteer Training
IDENTIFIERS- *Peace Corps

This manual provides a variety of Peace Corps trainers with a training model that deals with work-related frustrations of volunteers. Materials are designed specifically to address the need for training volunteers in the subtleties of working with host country bureaucracies and counterparts. Although intended for inservice training, the materials can be incorporated into preservice training. A trainer reference for bureaucratic effectiveness and working with counterparts is designed to help the trainer become familiar with the manual. It also offers guidelines on how to prepare oneself for the role. Sections cover methodology, structure, responsibilities of the trainer, suggestions for the trainer, training techniques, assessment, and glossary of training terms. The two modules--bureaucratic effectiveness and working with

DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; *Coordination; Documentation; Interviews; Literacy Education; Motivation Techniques; Personnel Evaluation; Personnel Management; Reading Skills; Recruitment; Staff Utilization; Statewide Planning; Teaching Methods; *Training Methods; *Tutors; *Volunteers; *Volunteer Training

IDENTIFIERS- 310 Project; *Kansas

This manual is intended to assist volunteer coordinators involved in the Kansas Volunteer Tutor Utilization (KV-TUTOR) project. The first section, which deals with planning, covers management by objectives and a clarification system to test objectives that is denoted by the acronym SMAC (specific, measurable, achievable, compatible). A section on evaluations covers types of assessment, forms, and controls. Methods and job design, responsibility, and recordkeeping are discussed in a section on recruitment and motivation. Techniques and forms of interviewing are examined next. The fifth section is devoted to methods and materials for training volunteer tutors. Guidelines for developing activity summaries and volunteer tutor/student time reports are presented in a section on project documentation. Appendixes include pertinent resource material, vocabulary, and a sample volunteer tutor manual. The tutor manual covers the following topics: poverty, tutor responsibilities, placement procedures, monthly tutoring and attendance calendars, sample individualized learning plans, tax deductions, tax record keeping, characteristics of adult students, the language experience method, sight words, generalizations for extending vocabulary, word patterns, procedures for making speech sounds, speech patterns, duet reading, and pertinent acronyms and service organizations. (MN)

ED 288 061
CE 048 961

Kansas Volunteer Tutor Utilization: Training of Resources (KV-TUTOR). FY86 Final Report.

Wichita Public Schools, Kans.

SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Div. of Education Services.

PUB DATE- 86

NOTE- 71p.; For a related manual, see CE 048 960.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Coordination; Literacy Education; Program Development; Program Effectiveness; Program Implementation; *Statewide Planning; *Tutors; *Volunteers; *Volunteer Training

IDENTIFIERS- 310 Project; *Kansas

The Kansas Volunteer Tutor Utilization (KV-TUTOR) project was undertaken to explore some of the possibilities of using volunteer tutors in adult basic education (ABE) programs. A volunteer structure was developed at 16 local ABE programs throughout the state. KV-TUTOR actively promoted these volunteer systems by contacting (through letters, phone calls, and visits) ABE directors

in consumer and homemaking education programs. Included in the guide are a total of 60 mini-lessons on the following areas of home economics: child development; family relationships; foods and nutrition; consumer education; housing, home furnishings, and equipment; and clothing and textiles. Each activity contains some or all of the following: content area, level of difficulty, home economics content objective, reading objective, learning activity, and source. An appendix contains the answers to all the activities. Also included is a matrix that details (1) the number(s) of the learning activities in which a particular reading skill is reinforced and (2) whether a given reading skill is required to pass the New Jersey High School Proficiency Test. (MN)

ED 288 073
CE 048 997

Morris, Vivian Gunn; Conroy, Kathleen
Writing in Consumer and Homemaking Education Programs: A Guide for Reinforcing Basic Skills. Vocational Home Economics Education.
Glassboro State Coll., N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 87
NOTE- 170p.; For related documents, see CE 048 995-996.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Child Development; Clothing Instruction; *Consumer Education; Family Relationship; Foods Instruction; *Fused Curriculum; Home Furnishings; Housing; Learning Activities; Lesson Plans; Nutrition Instruction; *Occupational Home Economics; Secondary Education; Statewide Planning; Textiles Instruction; *Writing Skills

This guide is intended to assist home economics teachers in designing lessons and activities that will reinforce writing skills in consumer and homemaking education programs. Included in the guide are a total of 59 mini-lessons on the following areas of home economics: child development; family relationships; foods and nutrition; consumer education; housing, home furnishings, and equipment; and clothing and textiles. Each activity contains some or all of the following: content area, level of difficulty, home economics content objective, writing objective, learning activity, and source. An appendix contains the answers to all the activities. Also included is a matrix that details (1) the number(s) of the learning activities in which a particular writing skill is reinforced and (2) whether a given writing skill is required to pass the New Jersey High School Proficiency Test. (MN)

A study developed a vision of postsecondary vocational-technical curriculum that would be appropriate for the social context expected in the year 2000. Three substudies had their own research methodologies, data gathering, and conclusions. The first substudy identified categories, called determinants, of societal changes that might affect future postsecondary vocational education and assumptions regarding those determinants. It provided an assumed context within which postsecondary vocational education will operate. The second substudy identified categories of curriculum characteristics that could be used to define specifically a desired curriculum and about which decision makers must make choices. The third substudy gathered data from key decision-making groups regarding their perceptions of curriculum characteristics that would be desirable for Minnesota's area vocational-technical institutes in 2000 and described differences among the perceptions of those groups. The study developed (1) assumptions about the future social context of postsecondary vocational education, (2) a list of characteristics that can be manipulated to adapt curriculum, and (3) a scenario for the future based on those assumptions and characteristics. (The curriculum futures questionnaire and analysis summary are appended.) (YLB)

ED 288 087
CE 049 063

Zelle, Ronald K.; Miller, W. Wade
Jointly Administered Programs: An Alternative for Student Access to Quality Vocational Programs.
PUB DATE- 87
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Comparative Analysis; Cooperative Programs; *Cost Effectiveness; Educational Research; *Institutional Cooperation; *Rural Schools; Secondary Education; Shared Resources and Services; *Small Schools; *Vocational Education

The purpose of a study was to determine if offering jointly administered vocational programs shows a significant, positive cost-benefit relationship over not offering vocational courses. Emphasis was on smaller rural school districts that may not otherwise be able to support a total full-time program. Nine factors listed by Thomas and Peterson (1984) were examined. A survey instrument was distributed to superintendents, high school principals, and school board chairpersons in Area Education Agency 7 in Northeast Iowa. Survey findings supported very strongly six of the nine factors of perceived cost-benefit relationship for offering jointly administered vocational programs: low risks, substantial proportion of students served, efficiency of scale and smaller financial burdens, no duplication of services, perceived important, and representation and cost assessment. Three areas appeared several times to show less agreement: low costs, financial arrangements based on exchange, and cost distribution based on equality. Conclusions were that low costs were of less concern to

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Models; *Prewriting; *Resumes (Personal); Secondary Education; *Vocational Education; *Writing (Composition); *Writing Skills

This essay is intended to assist teachers in helping students develop the art of resume writing. The curriculum outlined is based on prewriting, writing, and rewriting and on using sample entry-level resumes to illustrate basic resume do's and don'ts. The first section outlines the importance of good resumes and the pitfalls of having vocational students use either standardized, fill-in-the-blank type resumes or the customized resumes that are often produced by writing services or through resume workshops. The resume-writing process proposed entails (1) a prewriting stage, in which students must develop vocabulary to describe their abilities and attitudes; (2) a proof stage, in which students identify indicators proving their claims of possessing a certain skill; (3) a writing stage, in which students draft a resume describing the skills they have identified by using clusters of pertinent verbs, names of tools and specific skills, names of pieces of special equipment, and words describing various special skills; (4) a reading stage, in which students read sample resumes to identify more vocabulary, alternative ways of highlighting different types of skills, and weaknesses and strengths of different types of resumes; and (5) a writing and editing stage, in which students are told to write at least three drafts of their resume. Two alternatives to full-blown resumes, the work strengths summary and job wanted cards, are also discussed as alternatives for use with special education students or in vocational programs that do not lend themselves to having students develop complete resumes. (MN)

ED 288 101
CE 049 151

Kimeldorf, Martin
Opportunities Center. Concept Paper.
PUB DATE- [87]
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Exploration; Community Services; *Educational Opportunities; *Employment Opportunities; Information Centers; Job Search Methods; *Learning Laboratories; *Leisure Education; Postsecondary Education; Secondary Education; Small Businesses; Vocational Evaluation
IDENTIFIERS- Desktop Publishing; *Opportunities Centers

The opportunities center is a new school service concept that can help students find opportunities related to their talents and interests in work, education, leisure, small business, or community service. The opportunities center model expands the career center model into an information search center offering multiple services that link academic learning to real-world challenges. The components of an opportunities center include a desktop publishing module, assessment module, telephone bank module, and various areas arrest, visitation, and release. The program Parents and Children Together (PACT) which provides a child-oriented visiting facility, parenting classes to inmate parents, and social services at the Federal Correctional Institution in Fort Worth, Texas is described. Described also is a project developed by PACT called Support for Kids of Incarcerated Parents (SKIP), which offers support groups to all children of inmates from ages 5 to 17 years and is designed to assist children in the areas of building self-concept, developing decision-making skills, understanding the concept of family and friends, and understanding prison life. Vignettes augment the program descriptions. (ABL)

ED 288 114
CG 020 287

Powell-Griner, Eve
Induced Terminations of Pregnancy: Reporting States, 1984.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-87-1120
PUB DATE- 8 Sep 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Abortions; Age Differences; Comparative Analysis; *Females; Marital Status; *Pregnancy; Racial Differences; Rural Urban Differences
IDENTIFIERS- *Vital Statistics

This document presents National Center for Health Statistics abortion data for 1984 based on individual reports of induced abortions submitted to state vital registration offices in Colorado, Indiana, Kansas, Missouri, Montana, New York, Oregon, Rhode Island, South Carolina, Tennessee, Utah, Vermont, and Virginia. Data analysis is included for number of abortions and abortion ratios, age and race, marital status, educational attainment, previous live births, previous induced terminations, periods of gestation, type of procedure and reported complications, and residence patterns. Highlights reported include: (1) 306,792 abortions reported for residents of the 13 states in 1984 represent an increase of 2,296 over the 1983 number; (2) changes between 1983 and 1984 reflect greater increases for whites than for blacks, for married women than for unmarried women, and for younger women than for older women; (3) highest ratios of induced abortions were among the youngest and the oldest women; (4) abortion ratios were twice as high for blacks as for whites; (5) abortion ratios were lower among married women than unmarried women; (6) suction curettage was used in 95.1% of reported abortions; (7) complications were reported in less than one percent of abortions; and (8) the abortion ratio among metropolitan residents was two and one-half times that of nonmetropolitan residents. Three figures and 21 data tables are included. (ABL) subjects to be either a boss or an employee. Subjects (N=120) interacted in pairs. Twenty-four subjects each interacted individually with four other subjects for a total of 96 pairs. The interactions consisted of an interview, an assembly task in which the boss instructed the employee, and a decision-making task. Subjects completed four questionnaires at the end of each task on which they rated their feelings about themselves during the task, their feelings about the other person, how they thought the other person felt about them, and how they thought the other persons felt about themselves. The results showed that subordinates were more sensitive to how their leaders felt about them (the subordinates), and leaders were more sensitive to how their subordinates felt about themselves. These differences are discussed in relation to the role requirements of leader and subordinate. (Author/NB)

ED 288 129
CG 020 302

Oratz, Rosalyn; And Others
Guidance Every Day: A Helping Manual for Teachers of Grades 4-6.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-827-2
PUB DATE- 86
NOTE- 101p.
AVAILABLE FROM- New York City Board of Education, Divison of Curriculum and Instruction, 131 Livingston St., Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; Decision Making; Emotional Development; Intermediate Grades; Interpersonal Competence; Preadolescents; *School Guidance; Self Concept; *Student Development; *Teacher Guidance; *Teacher Student Relationship; *Teaching Guides

This teacher guide illustrates how guidance may be integrated into classroom instruction in grades four through six and highlights ways in which teachers can build a fully integrated guidance process in their classrooms. Section A explains the purpose of the manual as helping teachers to focus on the guidance process as it relates to five guidance strands. Each strand is presented separately: (1) developing positive self-concept; (2) developing effective interpersonal relationships; (3) developing understanding of emotions, feelings, and values; (4) developing decision-making abilities; and (5) developing career awareness. Section B focuses on traits and activities of the interactive teacher while section C concentrates on the interactive setting. Section D discusses student profiles, presents a child development chart, provides forms for getting to know students, and gives four profiles representing observations of children as recorded by their teacher. Section E, Resources, lists possible roles of the guidance counselor as a resource for teachers, provides two sample lesson

NOTE- 34p.
GRANT- R-01-DA-01411
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Attitude Change; *Behavior Change; *Drug Use; High Schools; *High School Seniors; *Marijuana; National Surveys; *Student Attitudes; Student Behavior; Trend Analysis
IDENTIFIERS- *Monitoring the Future

The Monitoring the Future project was created to assess the changing lifestyles, values, and preferences of American youth on a continuing basis. Trends in marijuana use and related attitudes were investigated, and alternative hypotheses about the linkage between attitudes and behaviors were examined. Data were obtained using questionnaires administered to nationwide samples of approximately 17,000 high school seniors annually from 1976 through 1985. Trend data showed that perceived risks and personal disapproval increased steadily from 1978 onward, whereas actual use of marijuana reached peak levels in 1978-79 and then declined during the early 1980s. Subgroup trend analyses revealed that when attitudes were held constant there was no decline in rate of marijuana use, supporting the hypothesis that the overall decline found in the total samples was attributable to changes in perceived risk and disapproval. Reversing the subgroup trend analysis procedure, by holding constant the levels of use, provided no support for the alternative hypothesis that changes in use caused the trends in attitudes. The findings are useful theoretically because they indicate that in this area attitudes seem to shape behaviors, rather than the reverse. For those involved in prevention efforts, the findings suggest that realistic information about risks and consequences can play an important role in reducing the demand for drugs. (Author/NB)

ED 288 145
CG 020 318

Bachman, Jerald G.; And Others
Correlates of Employment among High School Seniors. Monitoring the Future Occasional Paper Series, Paper 20.
Michigan Univ., Ann Arbor. Inst. for Social Research.
PUB DATE- 86
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- High Schools; *High School Seniors; *Part Time Employment; *Stress Variables; *Student Employment; *Working Hours
IDENTIFIERS- *Monitoring the Future

To explore costs and benefits of part-time work for high school students, survey responses of high school seniors from the classes of 1980 through 1984 were examined, distinguishing between those working many hours, those working fewer hours, and those not

21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Change; *Behavior Modification; *Body Weight; *Cognitive Restructuring; Comparative Analysis; *Obesity; *Outcomes of Treatment
IDENTIFIERS- *Weight Loss

This study examined the effectiveness of the addition of a cognitive intervention based on individualized assessment to a behavioral intervention for obesity. Overweight subjects (N=63) were randomly assigned to either a behavioral intervention or a behavioral intervention combined with a cognitive intervention which focused on changing specific maladaptive self-statements related to weight loss. Physiological, behavioral, and cognitive measures were used to assess change between pretest, posttest, and 3-month follow-up. The hypothesis that behavioral and cognitive intervention would result in greater weight loss and reduction in body fat than the behavioral intervention alone was not supported at posttest or at follow-up. The hypothesis that both treatments would show significant differences between time points on behavioral measures was supported. Two hypotheses examined the construct validity of the cognitive intervention and the generalizability of the cognitive intervention. Both conditions showed changes over time on cognitive measures, but differences between the treatments were not significant. Future research on the effectiveness of cognitive interventions in the area of weight loss should include measures other than those that are weight-related, longer follow-ups, and sufficient amounts of cognitive therapy to allow clients to fully integrate the cognitive dialogues into their everyday lives. (Author/NB)

ED 288 159
CG 020 333

Annotated Bibliography of Intramural Research on Long-Term Care.
National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
REPORT NO.- DHHS-PHS-87-3414
PUB DATE- Aug 87
NOTE- 28p.; Compiled by Division of Intramural Research.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); Annotated Bibliographies; *Health Services; *Individual Needs; *Older Adults; *Research
IDENTIFIERS- Caregivers; *Chronically Ill Persons; *Long Term Care

As components of the National Center for Health Services Research Division of Intramural Research, the Long-Term Care Studies Program and the Aging Studies Program were established to define the problems of caring for the chronically ill and the elderly and to study the organization, financing, and delivery of health care services to these populations. This annotated bibliography

Developmentally handicapped students represent a unique and perplexing challenge for school couselors. Most counselors have little or no coursework in special education and may experience uncertainty regarding their ability to intervene effectively with these students. Contributions made by cognitive psychology to the education of handicapped students can provide the school counselor with a better understanding of developmentally handicapped students, serve to promote systematic intervention, and help to reduce the apprehension that limits counselor involvement. Counselor efficacy with developmentally handicapped students can be enhanced if the counselor is able to: (1) develop an awareness of cognitive instructional objectives and strategies designed for handicapped students; (2) establish appropriate counseling goals for these students; (3) integrate cognitive instructional strategies with counseling interventions; and (4) commit to helping developmentally handicapped students maximize their potential. This paper presents a systematic cognitive counseling approach designed for use with developmentally handicapped students and reviews cognitive instructional strategies relevant to counseling interventions with these students. (Author/NB)

ED 288 174
CG 020 349

O'Leary, Virginia E.; Ickovics, Jeannette R.
Who Wants a Woman Boss? Only Those Who Have One.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (58th, Arlington, VA, April 9-12, 1987). Some pages contain light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; Employed Women; *Employee Attitudes; *Employer Employee Relationship; Employers; *Job Satisfaction; Personality Traits; *Secretaries; *Sex Differences; *Work Attitudes

While working women are still underrepresented in managerial, executive, and professional positions, there are increasing numbers of women occupying leadership roles. This study was conducted to examine female secretaries' evaluations of their bosses and of their jobs. Secretaries of 20 male and 20 female bosses evaluated their bosses on personality and behavioral dimensions and evaluated the extent to which certain qualities were present or absent in their jobs. T-tests computed on the secretaries' ratings of their satisfaction with their bosses and their jobs failed to reveal any significant differences between the secretaries of women and of men. The means for both measures, however, favored women bosses over men. Compared to secretaries of men, secretaries of women rated their tasks as significantly more worthwhile and reported that their bosses engaged in significantly more positive actions. The overall pattern of results suggests that women who work as secretaries for women bosses like both their bosses and their jobs. (NB)

Amendment (ERA) between 1970 and 1979, especially investigating whether the publications spotlighted or ignored the amendment. Thirteen publications, spanning fashion to homemaking to working women, were analyzed on the basis of editorial profile, frequency of publication, and circulation figures during the 1970s. All issues for the years 1970 to 1979 were examined for extensiveness, characteristics, and intent of coverage. Results showed that "Ms." magazine published more articles (45) than any other magazine, followed by "Redbook" (14). Content analysis revealed that coverage in the early years attempted to educate the reader as to what the ERA would and would not do, discussed the background and history of the amendment, and focused on Phyllis Schlafly as its most vocal opponent. During the middle 1970s, when the debate became heated, stories began to contain intensely personal viewpoints. Articles in 1976 (the year of heaviest coverage, with 29 articles) and 1977 generally expressed little doubt that the amendment would be ratified, but by 1978 when it became apparent that this would not occur by the 1979 deadline, articles asking for an extension began appearing. Quantitative research showed that the top circulation magazines paid scant attention to the amendment compared with the smaller sized and more specialized magazines. Findings suggest that the women's magazines followed the lead of their readership in covering the ERA--in keeping with research showing that specialized magazines are read by people who want to reinforce their beliefs and opinions. (Tables of data are included, and 68 footnotes are appended.) (NKA)

ED 288 188
CS 210 727

Wilde, Sandra
An Analysis of the Development of Spelling and Punctuation in Selected Third and Fourth Grade Children.
PUB DATE- [86]
NOTE- 49p.; Document contains small dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Classroom Research; *Cognitive Processes; Developmental Stages; Elementary Education; Learning Processes; Orthographic Symbols; *Phoneme Grapheme Correspondence; Phonics; *Punctuation; *Spelling; Writing Research; Writing Skills
IDENTIFIERS- Invented Spelling

Assuming that learning to spell and punctuate involves making and testing hypotheses about how the orthographic style of English works, a study explored six children's classroom spelling during their third and fourth grade years. The subjects were American children of the Tonono O'odham (Papago) tribe of southwestern Arizona who were part of a larger study on writing development in children. Researchers visited the classrooms weekly, observed the children writing stories, videotaped writing episodes, and conducted interviews with the children on their conceptualization of the writing process. The 215 stories were compared for percentages of conventional and nonconventional usage for spelling

IDENTIFIERS- *Free Writing; *Invisible Writing; Writing Habits

Invisible writing is a technique whereby the composer writes with an empty ballpoint pen on a blank piece of paper backed by a piece of carbon paper and a bottom blank sheet. An informal experiment in which graduate students used the invisible writing technique was conducted to replicate earlier studies indicating that invisible writing is uncomfortable because it does not allow writers to pause and reread what they have written. Results of the new experiment, however, revealed that the students wrote competently and enthusiastically at first and reported that the blank paper forced them to concentrate on their work more. More formal experiments with over 100 inservice and preservice teachers as subjects were later conducted with similar results; both objective measures and self-reports indicated that invisible writing helps writers focus on the task at hand. These results suggest that invisible writing could be a promising form of classroom therapy to help writers improve the quality of their thinking as they compose. Research has revealed that less successful writers need to learn to focus their attention on writing rather than on inflexibly applying rules about the appearance of their work and rereading constantly. Invisible writing may be the best form of therapy for eliminating rereading and forcing unskilled writers to forge ahead in coherent continuous discourse. (SKC)

ED 288 202
CS 210 861

Crismore, Avon
Initiating Students into Critical Thinking, Reading, and Writing about Texts.
PUB DATE- Dec 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Modern Language Association (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Content Area Reading; Content Area Writing; *Critical Thinking; Evaluative Thinking; Higher Education; Reader Text Relationship; *Reading Writing Relationship; Teaching Methods; Theory Practice Relationship; Writing Across the Curriculum; Writing Research
IDENTIFIERS- Glossing; *Marginal Notes; Student Journals; *Textbook Journal

Research indicates that students need to improve their critical thinking skills, but many students miss the opportunity to do so by not reading and analyzing their textbooks closely enough. Often, students believe that textbooks are objective materials full of "facts" that must be memorized, understood, and given back to the instructor, rather than subjective materials based on particular points of view. To combat this problem, a professor at a midwestern university developed a method for increasing critical thinking skills among basic writers by using textbook journals. Students were required to note ideas in the margins of their books as they questionnaires were distributed to public school teachers in six school districts across Ohio; 306 questionnaires were returned. The teacher efficacy factors--"personal efficacy" and "general efficacy"--and the respective perceptions of the principal--communication openness, perceived credibility, management communication style, and team-building--were canonically correlated with the communication conflict strategies: "nonconfrontation," "solution orientation," and "control." It was found that the teacher efficacy factors and perceptions of the principal were negatively related to nonconfrontation and positively related to solution-orientation conflict message strategies. The most important determinant of the conflict message strategy chosen was the teachers' perceptions of the principal. However, teacher efficacy was an influential factor affecting the female teachers' tendency to use solution orientation strategies. It was found that when teacher efficacy was included in the canonical structure with perceptions of the principal, females were as likely as males to choose a given conflict message strategy, equalizing the difference of response choice between the sexes. (Four pages of references and two tables are included.) (Author/JC)

ED 288 216
CS 505 786

Siegel, Paul
Antonin Scalia and the First Amendment.
PUB DATE- Nov 87
NOTE- 60p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). An earlier version of this paper was presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; Constitutional Law; Content Analysis; *Court Litigation; Editorials; *Freedom of Speech; Journalism; *News Media; Opinions; Press Opinion; Social Discrimination
IDENTIFIERS- First Amendment; Libel; *Scalia (Antonin)

Supreme Court Justice Antonin Scalia has been labeled an "enemy of the press" for his judicial opinions restricting or inhibiting the press's right to protected opinion. However, examination of his record suggests that his rulings do not constitute such a threat to journalistic freedom as many have been led to believe. His opinions generally fall into four categories: (1) defamation; (2) total prohibition on communication; (3) inhibition on communication; and (4) governmental control of information. Concerning defamation cases, Scalia has been nearly uniformly antipress, diluting the "Sullivan" actual malice rule in pretrial hearings, and narrowing definitions of "controversy" and "protected opinion." In cases of government prohibitions of communication, however, he does offer some prospeech decisions, such as in the "jellybean republic" case and the "Hill" case. Similar are his decisions in government

NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Communication Research; Employee Responsibility; *Employer Employee Relationship; Management Systems; *Organizational Communication; *Power Structure; Public Relations; Space Exploration; Work Environment
IDENTIFIERS- Challenger Disaster; *Whistleblowing

Employees who "blow the whistle" on their company because they believe it is engaged in practices that are illegal, immoral, or harmful to the public, often face grave consequences for their actions, including demotion, harassment, forced resignation, or termination. The case of Allan McDonald and Roger Boisjoly, engineers who blew the whistle on Morton Thiokol's poor management practices when the company agreed to launch the shuttle Challenger even after concerns for safety had been expressed, illustrates the problems involved in whistleblowing. McDonald was reassigned and Boisjoly took disability leave to recover from depression over the Challenger disaster. The whistleblower, if his or her charges are correct, characterizes one of the dilemmas of complex organizations: how to restrict the flow of information up the organizational hierarchy and still insure that accurate, useful information reaches organizational decision makers. NASA has since instituted an anonymous whistleblowing system, retaining an outside firm to investigate the claim before it reaches NASA personnel. However, it is naive to think that "a message sent is a message received," and it does not appear as though the new system will avert such disasters as the Challenger explosion. (Fifty-one references are included.) (JC)

ED 288 230
CS 505 811

Hecht, Michael L.; Ribeau, Sidney
A Black Perspective on Interethnic Communication Effectiveness.
PUB DATE- Nov 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Communication Problems; Communication Research; *Cultural Differences; Cultural Traits; *Ethnicity; *Interpersonal Communication; Racial Relations; Whites
IDENTIFIERS- Communication Behavior; *Communication Satisfaction; *Interethnic Communication; Issue Salience

A study investigated the issues that Blacks perceive as salient to their satisfaction and dissatisfaction with communication with Whites, and whether these issues were independent of age,

Development; *Needs Assessment; Public Schools; *Staff Development
IDENTIFIERS- *Baltimore County Public Schools MD

Research evidence clearly indicates the need to improve the school administrator's effectiveness as a key factor in educational reform. One difficulty is balancing administrators' wants with organizational needs. Inservice education planners' examination of these wants and needs led to the client-based needs assessment process described in this paper. Used in the Baltimore (Maryland) Public Schools, the process aimed to determine the perceived and desired knowledge of specific effectiveness indicators and to discover preferred presentation methods for designing the staff development program. The study addressed school clients' wants and needs when designing leadership training objectives for elementary school administrators. The process was approached through three phases: study and implementation design, development diversification, and data collection and analysis. This led to a fourth phase: program design and development. Findings showed that current administrators and administrative interns viewed their levels of knowledge differently. Perceived knowledge seemed affected by role more often in topics related to instructional leadership and management than in those related to human relations. Furthermore, school administrators and other key groups identified content needs differently. Administrators' high-priority wants varied from the needs identified by the superintendents' staff and others. All client groups agreed on the seminar/workshop model as most desirable. The idea behind Baltinmore County's collaborative model is balancing needs and wants so that mutual, maximum benefit is gained by individuals and the school system. (MLH)

ED 288 243
EA 019 721

Fabert, Barbara V.
Moving toward School Improvement--A District Model for Assessing Educational Effectiveness.
PUB DATE- Nov 85
NOTE- 46p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Environment; Elementary Secondary Education; *Parent Participation; *School Effectiveness; *Self Evaluation (Groups); *Staff Development
IDENTIFIERS- National Commission Reports

When remedying deficiencies disclosed by national educational reform commissions, school districts must be as concerned with quality as with quantity. In response to a demand by 17 school districts to study their schools' effectiveness, Emporia State University's College of Education (Kansas) has developed an assessment model and initiated a project to (1) collect school level data on variables related to instructional proficiency,

Galante, Susan
Tenure Dismissal. Focus on School Law Series.
New Jersey School Boards Association, Trenton.
PUB DATE- 83
NOTE- 60p.; For related documents, see EA 019 746-750.
AVAILABLE FROM- Publication Sales, New Jersey School Boards
Association, P.O. Box 909, Trenton, NJ 08605-0909 ($5.00; $20.00
for the series of 5 publications).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; *Due Process;
Elementary Secondary Education; Legal Responsibility; *School Law;
State Legislation; Teacher Behavior; *Teacher Dismissal; Teacher
Rights; *Tenure
IDENTIFIERS- New Jersey

Tenured teaching staff member in New Jersey cannot be dismissed from their positions unless a board of education establishes just cause in a hearing before the Commissioner of Education. This pamphlet, designed to assist boards in filing dismissal proceedings for unsatisfactory tenured teachers, provides a comprehensive review of all recent tenure decisions of the commissioner, State Board of Education, and the courts. The first of two sections outlines the process for filing and certifying tenure charges and discusses suspension, salary payment, and other issues that arise during this process. It also provides information on the length of time necessary to complete the average tenure case, and it addresses procedural considerations pertaining to employees indicted for, or convicted of, criminal offenses. Two alternative processes for removing tenured teachers are also discussed--settlement of tenure charges and retirement. The second section reviews all the tenure cases decided from 1977 through April, 1983 in which a decision was rendered on substantive charges filed against a teacher. It also delineates the factors needed to establish each of the different charges and discusses those charges that are most likely to result in dismissal. The substantive grounds for dismissal that are discussed include (1) incapacity (chronic absenteeism); (2) inefficient or incompetent teaching performance; (3) corporal punishment; (4) insubordination; (5) unbecoming conduct (single incidents); (6) criminal conduct; and (7) "series" of incidents and "combinations of charges." (TE)

ED 288 256
EA 019 749

Dabreu, O. Lisa
The Public Schools Contracts Law. Focus on School Law Series.
New Jersey School Boards Association, Trenton.
PUB DATE- 87
NOTE- 38p.; For related documents, see EA 019 746-750.

*Disabilities; *Educational Environment; *Evaluation Methods;
Preschool Education; *Program Evaluation; *Student Evaluation;
*Teacher Behavior; Teacher Evaluation

The manual details an observational code designed to track a child during an entire day in a preschool setting. The Eco-Behavioral System for Complex Assessments of Preschool Environments (ESCAPE) encompasses assessment of the following three major categories of variables with their respective subcategories: (1) ecological variables (designated activity, activity initiator, materials, location, grouping, composition); (2) teacher variables (teacher definition, teacher behaviors, teacher focus); and (3) student variables (target behaviors, competing behaviors, verbal behaviors). Sample completed ESCAPE data sheets are included along with a glossary listing the definitions for each of the codes. The code is an attempt to quantify the array of variables that interact to affect program outcomes on a day-to-day and even a moment-by-moment basis. (CL)

ED 288 269
EC 200 588

McEwen, Irene R.
School Physical Therapy: How Does It Relate to Education?
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; *Disabilities; Elementary Secondary Education; *Physical Therapists; *Physical Therapy; *School Health Services; *Staff Role

The role and contribution to education of physical therapists are discussed. The history of physical therapy within the public schools extends beyond the implementation of special education legislation, but the law did promote a change from the medical to a more educational focus for therapy. Guidelines are summarized on the types of physical therapy available in the schools, including screening, evaluation, treatment, and consultation. Implications of the educational model for evaluation (specifically the therapist's contributions to the individualized education program) and intervention are noted. The role of therapists in consulting with teachers, other staff, and parents is emphasized. The therapist's ability to advise others on adaptive equipment is also stressed. (CL)

ED 288 270
EC 200 589

problems (such as fidgeting and hitting their heads). A year later, two of the DVA children were administered the new German's Test of Word Finding, which confirmed the continuing presence of word-finding problems. It was concluded that children exhibiting DVA are thus at high risk to exhibit significant word-retrieval problems, and remedial objectives addressing these problems should be included in treatment programs of DVA clients so identified. Appended are tables detailing the research results. (JDD)

ED 288 284
EC 200 754

Simpson, Frank; And Others
Developing Your State Team: Why and How. Collaborative Planning: Transition from School to Work. National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped.
American Foundation for the Blind, New York, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 109p.; For related documents, see EC 200 517-518.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blindness; Career Guidance; Cooperative Planning; *Education Work Relationship; Employment Counselors; Employment Services; High Schools; Institutes (Training Programs); *Interdisciplinary Approach; Job Training; Program Development; *Statewide Planning; Team Training; Transitional Programs; *Visual Impairments; *Vocational Rehabilitation; Young Adults

Intended for state team members developing state-wide collaborative agreements between education and rehabilitation agencies to aid in the transition of blind and visually handicapped students (ages 16-25) from school into the work force, the manual arose out of the February, 1985, Institute. The first chapter provides perspectives on transition and collaboration with sections on such topics as parents, teachers, statements on transition from the Office of Special Education and Rehabilitative Services, and the broader transition model of Andrew Halpern (1985). Collaborative planning as a systematic process is examined next in a discussion of necessary conditions (such as voluntary and democratic nature, time investment, and systematic planning) and team building. The actual process is discussed in the third chapter and consists of three stages: (1) establishing state transition needs and goals, (2) choosing strategies, and (3) developing an action plan. The fourth chapter provides key concepts for critiquing the planning process as well as comments and changes made in the process as a result of feedback from Institute participants. Appended are a list of the National Advisory Committee members; worksheets prepared at the Institute by team members from Colorado, Kansas, Michigan, and

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Autism; *Behavioral Science Research; Behavior Problems; Deinstitutionalization (of Disabled); *Disabilities; *Ecological Factors; Educational Games; *Educational Psychology; Elementary Secondary Education; Ethnography; Institutionalized Persons; Peer Teaching; Second Language Instruction; Second Language Learning; Severe Disabilities; *Special Education; Student Behavior; Student Reaction; Teaching Methods
IDENTIFIERS- Behavioral Psychology; *Ecobehavioral Analysis; Ecological Psychology; Microethnography

The papers comprising this volume discuss research based on an ecobehavioral interaction approach to special education. Six papers are included, which range from a highly conceptual discussion of second language instruction/learning to research concerning interventions to reviews of the research literature. The papers have the following titles and authors: "Ecobehavioral Analysis of the Relationship of Teaching Formats, Academic Responding, and Competing Responses with Autistic Students: A Case Study" (David Rotholz); "An Ecobehavioral Look at Disruptive Classroom Behavior and Academic Achievement" (Barbara Terry); "Second Language Instruction and Learning: Ecobehavioral Implications" (Dennis Madrid); "Ecobehavioral Variables Affecting Severely Handicapped Children in Institutions and Community Settings: A Comparative Analysis" (Gwendolyn Benson-Scott); "Micro-Ethnographic and Ecobehavioral Research Methods: Implications for Bilingual Education" (Gene Chavez); "The Effect of Point Withdrawal on Academic Response Rates in the Juniper Gardens Peer Tutoring Game" (Christopher Nelson). (JDD)

ED 288 298
EC 200 769

Gordon, Elizabeth; Zamule, Elisabeth
Vocational Programs for the Mentally Retarded in Allegheny County: A Study of Selected Sheltered Workshops and High School Programs. Final Report.
Health and Welfare PLANNING Association, Pittsburgh, PA.
PUB DATE- Dec 86
NOTE- 66p.; Funded by a grant from the Edith L. Trees Charitable Trust. Executive Summary printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Career Choice; High Schools; Job Placement; *Job Training; *Mental Retardation; *Sheltered Workshops; Special Classes; Special Schools; *Vocational Education; Vocational Schools; Vocational Training Centers; Work Experience Programs
IDENTIFIERS- Allegheny County Schools PA; Goodwill Industries of America; Parc Way; Supplemental Security Income Program; Work Activity Centers

(Omaha)

The role of the school principal appears to have changed as the result of Public Law 94-142 (Education for All Handicapped Children Act) and now includes increased community involvement, paperwork, time related to non-instructional tasks for children, and greater involvement of teachers in the organization and structure of the school. In response to these perceived changes, a series of in-service seminars was held for Omaha-area administrators. Highlights of the seminars are reported in this pamphlet and focus on six topics: teacher assistance teams, the impact of handicapping conditions in the family, curricular needs and adaptations for special education students, due process, evaluation of special education personnel, and special education funding. A literature review analyzing building principals' attitudes, knowledge, and skills in relation to the implementation of Public Law 94-142 is also included. (JDD)

ED 288 312
EC 200 783

Out of the Job Market: A National Crisis.
President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- [86]
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Demography; *Disabilities; Employed Women; *Employment Opportunities; Employment Patterns; *Employment Statistics; Equal Opportunities (Jobs); *Labor Market; Self Concept; *Unemployment; Veterans; Volunteers; Youth Employment
IDENTIFIERS- *Presidents Committee on Employment of Handicapped

This report begins with a 40-year history of the President's Committee on Employment of the Handicapped, focusing on such activities as volunteer action, communication with the nation's employers, participation in development of Federal regulations, publications, local conferences, assistance to employers concerned about substance abuse, and creation of the Job Accommodation Network. The second chapter analyzes the job market, with mention of technological aids and the aging of the baby boom generation as factors opening more employment opportunities for the handicapped. The third chapter analyzes the U.S. handicapped population demographically using Frank Bowe's theory of thirds. A 1985 survey of 1,000 disabled adults by Louis Harris and Associates is discussed, which concerned age of disability onset, self-perceptions, attitudes toward working, and knowledge of government services. Other chapters describe the employment situation for various age groups (16-24 years, 25-54 years, 55-64 years) and for special groups (women, Blacks, Hispanics, and veterans). These chapters are accompanied by tables and charts as well as by recommendations that the Committee plans to implement. (JDD)

School's Out. A Survival Guide to Summer with Your Special Child.
PUB DATE- Aug 87
NOTE- 9p.; For the 1986 issues, see ED 278 182.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY
10590 ($18.00, $3.50 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Rearing; Daily Living Skills; *Developmental
Disabilities; Interpersonal Competence; *Leisure Time;
*Normalization (Handicapped); Parent Child Relationship; *Parent
Role; Recreation; Self Care Skills; Self Esteem; Vacations
IDENTIFIERS- *Summer Vacations

This issue of the newsletter offers suggestions to help parents improve the experience of living with a handicapped child during the out-of-school summer months. Maintaining a moderately structured schedule is recommended, with activities based on the child's individual interests and energy level. Participation in routine activities at home (e.g., sorting laundry, pouring juice) can enhance self-esteem and build independent living skills. Sleepovers at home build social skills. Low-key day trips, weekend vacations, and travel tips for longer trips are discussed. A final section lists do's and don'ts, including allowing the child to participate in decision making, starting activities early in the day, and not pressuring the child to compete. (JW)

ED 288 327
EC 201 205

Yoakum, Katie S., Ed.; Friesen, Barbara J.
National Directory of Organizations Serving Parents of Seriously
Emotionally Handicapped Children and Youth.
Portland State Univ., OR. Research and Training Center to Improve
Services to Emotionally Handicapped Children and Their Families.
SPONS. AGENCY- National Inst. of Handicapped Research (ED),
Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda,
Md.
PUB DATE- Jul 86
NOTE- 278p.
GRANT- G008435137
AVAILABLE FROM- Portland State University, Families as Allies
Project, Research and Training Center, Regional Research Institute,
P.O. Box 751, Portland, OR 97207 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Advocacy; *Emotional Disturbances; Information
Services; Parent Associations; Parent Education; *Parents; Private
Agencies; Public Agencies; *Resources; *Self Help Programs; Social
Agencies; *Social Support Groups; Voluntary Agencies

This directory contains information about 214 organizations that offer support, information, and other services to parents of

Compilation of participant evaluations revealed a diverse list of recommendations for future inservice. Section 2 reviews literature about the knowledge, skills and competencies needed by teachers of students with LD, both regular and special class teachers. Competencies for special class teachers touch on such topic areas as written expression and spelling, oral language, reading, and mathematics. The final section details results of a needs assessment questionnaire completed by 397 teachers in two districts. The needs assessment examined background and identification information, preferences for scheduling and planning of inservice programs, and teachers' self ratings of competence in terms of general information about LD, assessment, and instruction/remediation. (CL)

ED 288 341
EC 201 222

Samuels, Marilyn; Price, M. Anne
Inservice Evaluation Project Summary Report.
Alberta Dept. of Education, Edmonton.
PUB DATE- 5 Dec 86
NOTE- 17p.; For related document see EC 201 221.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Knowledge Level; *Learning Disabilities; Needs Assessment; Program Effectiveness; Special Education Teachers; *Teacher Attitudes; *Teaching Skills
IDENTIFIERS- Alberta

The document summarizes results of a project to help design effective in-service training programs for regular and special class teachers dealing with students with learning disabilities (LD). Feedback from participants in inservice programs offered by the Learning Centre in Alberta (Canada) suggests the importance of better identification of individual needs of regular and special education teachers in planning inservice programs. A literature review revealed a lack of empirical data on the knowledge, skills and competencies needed by teachers of LD students and suggested that regular class teachers may need different competencies than special class teachers. A needs assessment survey revealed consistencies across school systems, grade levels taught, and regular and special education in terms of preferences for inservice delivery. Survey questions tapping self-ratings of competence indicated that special education personnel were more confident than regular class teachers in their competence and training in general information, assessment and instruction/remediation of students with LD. Seven recommendations are offered, including suggestions for follow-up studies to validate the relevance of the knowledge, skills, and competencies targeted in inservice programs and consideration of several planning and delivery issues (such as scheduling and incentives) to maximize participation in in-service training. (CL)

ED 287 977
CE 048 434

Copa, Patricia M.; Sandmann, Lorilee R.
Profile of Excellence...Or Becoming a More Reflective Adult Education Practitioner.
PUB DATE- 22 Oct 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Educators; *Educational Improvement; *Extension Agents; *Extension Education; Postsecondary Education; Program Improvement; Teacher Characteristics; *Teacher Effectiveness; Teacher Role; Teaching Experience; Teaching Methods; Teaching Models; Teaching Skills; *Teaching Styles

A study was conducted to determine what distinguishes the practice of competent educators from that of untrained persons or colleagues who are less skilled. The population for the study was cooperative extension educators. Five individuals identified by district and state leaders as being exemplary in their practice were followed for three days each, during which observations were recorded and formal and informal interviews conducted. In most cases, it was possible to observe all the individuals involved in teaching, program planning, staff meetings, and intra-agency activities. The five educators were chosen from a larger group suggested by one or more of the leaders to represent a variety of roles, full- and part-time positions, geographic areas, and years of service. The tapes and notes were transcribed and studied, revealing some common traits evident in these professional educators. The study found four primary themes that seemed to fit the educators: (1) an acute sense of context, (2) thoughtful loyalty to goals, (3) careful consideration of alternative means, and (4) reflective judgments based on balance. These themes did not exist in isolation, but were dynamically interwoven in the educators' personalities and teaching approaches. The study concluded that such reflective educational practices should be encouraged, and educators should be helped to remember the context of their work and to see themselves as facilitators. The appendix provides an example of one strategy toward educating a more reflective practitioner. (KC)

ED 287 978
CE 048 439

market participation; both ET and the economy contributed to the sizable decline of the AFDC caseload; ET could never have achieved its level of success without the concurrent economic success; despite the role of the economy, it is still easier for state government to reduce the caseload by increasing ET participation than by raising the employment rate; trade, service, and finance, insurance, and real estate employment had a greater impact on the caseload than did employment in other sectors; and ET will have saved taxpayers at least $150 million through the end of fiscal year 1988. (An appendix describes in detail the regression equations and how they were developed.) (YLB)

ED 287 991
CE 048 756

Veterans' Employment and Education Amendments. Report To Accompany H.R. 1504. Committee on Veterans' Affairs. House of Representatives, 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
REPORT NO.- House-R-100-192
PUB DATE- 25 Jun 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Employment Potential; Employment Problems; *Federal Legislation; *Job Training; *Unemployment; *Veterans; *Veterans Education
IDENTIFIERS- Congress 100th; Proposed Legislation; *Veterans Job Training Act

This report of the House Committee on Veterans' Affairs contains amendments to the Veterans' Job Training Act (VJTA). The amendments are followed by a history of the bill to extend and authorize additional funding for the VJTA. This history includes background of the bill, a summary of the bill (H.R. 1504), a discussion of the bill (including these sections: extension of time periods for application and initiation of training, authorization of appropriations, training and employment studies and reports, employability training and counseling, funding for state approving agencies, and expansion of the Commission on Veterans' Education Policy), and results of oversight hearings. Attachments are a Congressional Budget Office cost estimate, agency reports, a statement by R. J. Vogel (Chief Benefits Director of the Veterans Administration), and changes in existing law made by the bill, as reported. (YLB)

ED 287 992

Cooperative Educational Services, and Genesee Community College, respectively). A minority entrepreneurship model (developed by the Rochester City School District), entrepreneurship for the disabled model (developed by Monroe Community College), dislocated worker entrepreneurship model (developed by the Rochester Institute of Technology), and youth entrepreneurship model (developed by the Finger Lakes Regional Education Center for Economic Development) are also included in the guide. Each of these models includes an introduction; steps to follow in setting up a program for the target audience; a summary of additional critical points; and sample press releases, memos, and questionnaires. (MN)

ED 288 006
CE 048 796

Brysgel, David
Cooperative Work Education in Diversified Occupations. General Related Curriculum Guide.
Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jun 87
NOTE- 243p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Career Development; Communication Skills; Consumer Education; *Cooperative Education; Employee Responsibility; Entrepreneurship; Human Relations; *Instructor Coordinators; Job Search Methods; Labor Legislation; Leadership Training; Learning Activities; Legal Responsibility; Lesson Plans; Money Management; Occupational Safety and Health; *On the Job Training; Self Evaluation (Individuals); Sex Stereotypes; Technological Advancement; Unions; *Vocational Education
IDENTIFIERS- *Connecticut; *Related Subjects Instruction

This guide is intended as a working document for coordinators of cooperative work education in diversified occupations. It contains materials for use in providing students with general classroom instruction concurrent with on-the-job training. The following topics are covered in the individual units in the first-year curriculum: the cooperative work education program, self-assessment, methods of researching career opportunities, preparation for employment, adjustment to a job (Connecticut labor laws concerning minors, apprenticeable occupations, and work adjustment), occupational safety and health, ways of eliminating sex stereotyping, steps in developing a training plan, human relations, communication skills, and job advancement. The second-year curriculum includes units on the following topics: occupational safety and health, strategies for living with technology, our economic system, consumerism, investment for the future, adult responsibilities, organized labor, entrepreneurship (business plans, management, taxes, legal aspects, recordkeeping, and safeguards), leadership training, employee rights and force members, describe the literature search, and provide a task listing with manufacturers' ratings of their relative importance. Sample task force letters complete the report. (KC)

ED 288 020
CE 048 876

Development of Articulated Competency-Based Curriculum in
 Laser/Electro-Optics Technology. Final Report.
Luzerne County Community Coll., Nanticoke, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
 Bureau of Vocational and Adult Education.
PUB DATE- 30 Sep 87
NOTE- 77p.
CONTRACT- 85-7010
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
 Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Community Colleges;
 *Competence; Competency Based Education; *Course Content;
 *Curriculum Development; Curriculum Guides; *Lasers; *Optics;
 *Technical Occupations; Technological Advancement; Two Year
 Colleges; Vocational Education

A project was conducted at the Community College of Luzerne County (Pennsylvania) to develop, in cooperation with area vocational-technical schools, the first year of a competency-based curriculum in laser/electro-optics technology. Existing programs were reviewed and private sector input was sought in developing the curriculum and identifying needed equipment and facilities. The curriculum developed by the task force is included in this document, presented in three sections. The first section covers general business/industry trends; the laser technician; the laser/electro-optics technology program; program competencies; course competencies; special laboratory equipment; articulation; and a proposed second-year course listing. The second section lists the educational specifications for laser/electro-optics technology, and the final section specifies equipment needed for the program. Appendixes to the report list the task force members, describe the literature search, and provide a task listing with manufacturers' ratings of their relative importance. Sample task force letters complete the report. (KC)

ED 288 021
CE 048 885

Roberts, Robin; Petrossian, Natica
Navigating the Labyrinth. The Connection between the Carl D. Perkins

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Illiteracy; *Language Experience Approach; Learning Activities; Literacy Education; *Reading Instruction; Reading Materials; *Reading Skills; *Student Developed Materials; Tutoring
IDENTIFIERS- 310 Project

This reader, the fifth in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 5 correlates to Skill Book 4 and above. The title of the story in this reader is Viet Nam. It consists of six chapters. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

ED 288 035
CE 048 928

Project P.R.O.U.D. Book 6.
Mid-State Literacy Council, State College, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 85
NOTE- 45p.; For other readers in this series, see CE 048 922-928.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Illiteracy; *Language Experience Approach; Learning Activities; Literacy Education; *Reading Instruction; Reading Materials; *Reading Skills; *Student Developed Materials; Tutoring
IDENTIFIERS- 310 Project

This reader, the sixth in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 6 correlates to Skill Book 4 and above. Titles of stories in this reader are My Children; Making Ice Cream; A Bowhunting Day; Sliding Down the Hill; Wreath Making Can

counterparts--are each divided into sessions. Each session is divided into rationale for training session, goals, trainer preparation for session, materials needed, prepared newsprint/blackboard, handouts, and procedures. Any required handouts are provided. Topics of bureaucratic effectiveness are introduction, dominant features of the bureaucracy, and strategies for bureaucratic effectiveness. The module on working with counterparts includes theories of motivation, action strategies for increasing effectiveness of counterpart relationships, and counterpart management and feedback. (YLB)

ED 288 048
CE 048 943

Close of Service Workshop. Trainer Guidelines and Workshop Materials. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-07.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Oct 86
NOTE- 294p.; For a related participant's handbook, see CE 048 944.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Career Change; Career Education; *Career Planning; Economic Development; Federal Programs; Foreign Countries; Instructional Materials; *International Programs; *Occupational Mobility; *Technical Assistance; *Transitional Programs; Voluntary Agencies; *Volunteers; Workshops
IDENTIFIERS- *Peace Corps

This manual is intended for use by Peace Corps staff members and/or trainers contracted to facilitate the close of service (COS) workshop, the purpose of which is to help volunteers make the transition from the host country back to the United States. Chapter 1 provides an overview of the COS workshop. Chapter 2 is a trainer reference. It helps the trainer to become familiar with the content, structure, and style of the manual and offers guidelines on how to prepare oneself for the role. It also contains reference materials to aid the trainer in understanding adult learning and experiential training methods. Chapter 3 provides a detailed training design for a three- or four-day workshop. The twelve sessions are welcome and overview, COS procedures, reviewing your volunteer experience (parts 1 and 2), a look to the future, writing a career or life objective, exploring your options (parts 1 and 2), going home, feedback and recommendations to Peace Corps, development education--Peace Corps' third goal, and summary, evaluation, and closure. Materials for each session include rationale, time, goals, trainer preparation, materials needed, prepared flipcharts, procedures, and support materials for lectures, examples, and activities. Appendixes include a sample for a booklet on completing COS forms and information on federal government employment. (YLB) and area coordinators to demonstrate how their programs could benefit by using volunteers to extend existing staff and by assisting ABE directors in selecting and training volunteer managers. The new volunteer coordinators received intensive training at a 2-day volunteer management workshop (in such areas as planning and evaluating, screening and recruiting, training, motivating, and managing conflicts), and onsite and/or small regional group training sessions were held to familiarize tutors with the characteristics of adult learners, the language experience approach, sight words and phonics, and goal setting and lesson planning. The State Library of KV-TUTOR provided an 800 telephone number for use in statewide recruiting efforts, and many libraries developed locations to serve low-level or nonreading adults by providing them with high-interest, low-vocabulary books. Individual program managers were required to summarize their programs' activities and to complete volunteer/student time reports. Overall program statistics, individual program summaries and statistics, the KV-TUTOR statement of purpose, and a fiscal report are appended. (MN)

ED 288 062
CE 048 966

Miller, Pamela F.; Coady, William T.
Vocational Ethics. Toward the Development of an Enabling Work Ethic.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adoption (Ideas); Behavioral Objectives; Classroom Techniques; Educational Objectives; *Ethical Instruction; *Ethics; *Fused Curriculum; Hidden Curriculum; Learning Activities; Lesson Plans; Secondary Education; Teaching Methods; *Vocational Education; *Work Attitudes

This manual is intended to provide vocational educators with a rational for teaching vocational ethics, a framework for understanding the development of an enabling work ethic, and practical suggestions for teaching vocational ethics in the classroom. The first section discusses the importance of vocational ethics as an area of inquiry focusing on questions of ethical conduct in the workplace. The three stages involved in the development of an enabling work ethic are then examined. The next section reviews principles of indirect and overt instruction, appropriate instructional content, teaching strategies (the teacher's role and the format and sequence of instruction), and procedures for creating and adapting curricula. Covered in the section on instructional content are value assessment criteria (reciprocity, consistency, coherence, comprehensiveness, adequacy, and duration) and mediation skills (assertiveness, empathic listening, principled negotiation, and risk taking). Appendixes

ED 288 074
CE 049 013

Guglielmino, Lucy M.; Burrichter, Arthur W.
Adult ESL Instruction: A Challenge and a Pleasure. An Orientation Guide for Adult ESL Teachers.
Florida Atlantic Univ., Boca Raton. Adult Education Div.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- [87]
NOTE- 114p.
GRANT- AS4-06
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Resources; *English (Second Language); Guidelines; Individualized Instruction; Learning Activities; *Lesson Plans; Literacy Education; Reading Instruction; *Second Language Instruction; Student Characteristics; Teaching Methods; Tests
IDENTIFIERS- 310 Project; Florida

This guide, written in narrative format by several adult English as a second language (ESL) experts, presents an overview of ESL instruction. The manual is organized in six sections. The first section, an introduction to ESL, contains definitions, describes adult ESL students, and provides tips for new ESL teachers. The second section sketches a brief history of ESL teaching in the United States, summarizing such methods as the grammar approach, the audiolingual method, the communicative approach, the natural approach, and the direct method. The third section surveys the content and context of ESL, providing information on program categories and professional resources (organizations, centers, curriculum guides, contact persons, ERIC Clearinghouse on Languages and Linguistics, publishers, and professional reading). Assessment is the subject of the fourth section, which includes information on the types of tests available and how to prepare students for them. Preparing lesson plans is discussed in the fifth section (samples are included). The final section discusses teaching the multilevel class. Appendixes to the guide contain ESL drills, a checklist for American culture, learning activities (including a 26-item annotated bibliography), a list of contact persons in Florida, selected tests, a teacher self-rating checklist, and a textbook evaluation checklist. (KC)

ED 288 075
CE 049 014

Shipp, Jackie V.; And Others
Teaching Units for ESL: American Holidays. A 310 Project for the State of New Mexico.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe.
PUB DATE- 85

school board presidents than offering high quality vocational programs. Data strongly supported the belief that vocational programs in high schools were important. (Study correspondence and the instrument are appended.) (YLB)

ED 288 088
CE 049 065

Starnes, Jean; Damron, Imogene
An Adult Education Program for Mentally Retarded Adults.
Midland Coll., TX.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 85
NOTE- 194p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Behavioral Objectives; Classroom Techniques; *Daily Living Skills; Decision Making; Health; *Interpersonal Competence; Learning Activities; Lesson Plans; Mathematics Skills; *Mental Retardation; Money Management; Planning; Reading Skills; Safety; *Special Education; Travel Training; Writing Skills

This curriculum guide is intended for use with mentally retarded adults who are enrolled in adult basic education classes. The curriculum provides guidelines to improve students' competencies in three main areas: general functioning skills and independence (transportation, interpersonal relationships, health and safety, goal setting, planning and spending money wisely, and government); academic skills (reading, math, money, use of a calculator, and writing), and personal qualities. The introductory section includes a description of the students involved in the field test of the curriculum, tips on working with mentally retarded students, a schedule, a student progress report, and directions on using the curriculum. Lesson plans containing a need statement, goal, objectives, session-by-session instructional plan, suggested supplemental readings, and recommended related math activities are included in each unit. Skits, discussion questions, worksheets, and samples are also included. (MN)

ED 288 089
CE 049 066

Miller, Sandra; And Others
Who Am I? Self-Exploration Series 1. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in

of study. These areas of study can focus on job search, leisure planning, educational planning, small business options, and community service. Centers can be designed to serve the needs of students and alumni and can be located in secondary, postsecondary, or specialized schools. One particularly promising aspect of opportunities centers is that they can be used to serve all learners, including special needs, gifted and talented, at-risk, and regular classroom students. (This overview of the opportunities center concept includes a discussion of the rationale for developing opportunities centers; descriptions of the desktop publishing, phone bank, assessment, job search, leisure search, small business, education search, and community service study areas that can be included in an opportunities center; a description of services that can be developed for alumni and families; and guidelines for starting a center.) (MN)

ED 288 102
CE 049 165

Harris, William M.
Improving Vocational Guidance and Counseling through Career Awareness, Orientation and Exploration (Summer Program). Program Evaluation. Program Period July 27-August 14, 1987.
Richmond Public Schools, Va.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Awareness; *Career Counseling; *Career Exploration; Career Guidance; *Disadvantaged; Junior High Schools; Minority Groups; *Program Effectiveness; Secondary Education; *Summer Programs
IDENTIFIERS- Richmond Public Schools VA

The Improving Vocational Guidance and Counseling through Career Awareness, Orientation and Exploration summer program was developed to provide a 3-week career awareness and exploration program for teacher-recommended disadvantaged minority middle school students from the Richmond Public Schools in Virginia. A total of 18 African, African-American, and Asian students eventually completed the program. During the three-week program, 11 minority group members from the public, private, and education sectors addressed the group and thus provided it with a range of minority role models from such areas as educational administration, the insurance industry, state government, the teaching profession, the computer industry, and the airline industry. The students took field trips to Richmond Community Hospital and Virginia State University. Another highlight was the extern program, through which each student was given a one-day extern placement in a business or agency matching his or her chosen career field of interest. The program has received high evaluations from its participating students, visiting lecturers, program teachers, and some members of the community at large. (MN)

ED 288 115
CG 020 288

Advance Report of Final Mortality Statistics, 1985.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-87-1120
PUB DATE- 28 Aug 87
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Age Differences; *Death; *Diseases; Infant Mortality; National Surveys; Racial Differences; Sex Differences
IDENTIFIERS- *Life Expectancy; *Mortality Rates; Vital Statistics

This document presents mortality statistics for 1985 for the entire United States. Data analysis and discussion of these factors is included: death and death rates; death rates by age, sex, and race; expectation of life at birth and at specified ages; causes of death; infant mortality; and maternal mortality. Highlights reported include: (1) the 2,086,440 deaths registered in the United States in 1985 represented an increase of 47,071 over the 1984 number and was the largest annual final number ever recorded; (2) population growth and the "aging" of the population contributed to the increased number of deaths; (3) the age-adjusted death rate for 1985 was essentially the same as the 1984 rate; (4) 1985 had elevated influenza morbidity and mortality; (5) 1985 life expectancy at birth was 74.7 years; (6) women were expected to outlive men by an average of 7 years; (7) whites were expected to outlive blacks by 5.8 years; (8) nearly 75% of deaths resulted from heart disease, cancer, stroke, or accidents and adverse effects; (9) males experienced higher mortality than females for each of the 15 leading causes of death, with the greatest sex differential being for suicide; and (10) although the downward trend in infant mortality has slowed in recent years, the 1985 infant mortality rate was at a record low. Five figures and 24 data tables are included. (ABL)

ED 288 116
CG 020 289

Comprehensive School Alienation Program, Guidelines.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-86-0461
PUB DATE- Aug 86
NOTE- 97p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

plans, and contains a selected bibliography. (NB)

ED 288 130
CG 020 303

Zevon, Michael A.; And Others
Differential Impact of Medical Status, Maternal Coping, and Marital Satisfaction on Coping with Childhood Cancer.
PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Society of Behavioral Medicine Scientific Sessions (7th, San Francisco, CA, March 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Cancer; Children; *Coping; Family Relationship; *Marital Satisfaction; *Parent Influence; Stress Management
IDENTIFIERS- *Child Health

This study was conducted to examine the influence of medical, psychological, and familial factors on the coping of pediatric cancer patients. Participants were 36 pediatric cancer patients and their families under active treatment at Roswell Park Memorial Institute, a comprehensive cancer research and treatment center in Buffalo, New York. The Coping Inventory, Ways of Coping Scale, Locke-Wallace Marital Adjustment Inventory, and a Medical Index were used to assess patient's coping competence and medical experience as well as each parent's coping strategies and marital satisfaction ratings. The results revealed that coping competence was positively related to age among males while coping among females appeared to be independent of age. Self-coping among patients appeared to be strongly and negatively affected primarily by treatment side effects. The quality of the parents' marital relationship was significantly related to the child's coping competence, while parental coping strategies appeared to have much less influence. The findings raise questions about the potential benefits of intervening solely at the level of parental coping, at least when the intent is to improve the child's adjustment to illness. The results suggest that family health interventions need to be specific with regard to target outcomes at the individual, family sub-unit, and overall family levels. (NB)

ED 288 131
CG 020 304

Rounds, James B., Jr.; Zevon, Michael A.
Differential Effectiveness of Coping in Managing Stress and Burnout

employed. Because hours of work differed by sex and by college plans, most analyses controlled for those factors. Work intensity, or number of hours worked, was positively related to perceptions of stress and interference with social life, but also to perceptions of increased contact with those of other ages and social backgrounds, as well as with the acquisition and use of skills. Most high school seniors saw little or no connection between their present work and their long-range aspirations. Substantial portions of earnings were spent on discretionary items. There was weak evidence supporting the view that working interfered with school. There were no relationships between work intensity and psychological variables such as self-esteem. Work intensity was positively correlated with aggressive and delinquent behaviors; victimization; and use of cigarettes, alcohol, marijuana, and cocaine. Although the evidence is mixed, it appears likely that some undesirable consequences are caused rather directly by working long hours in part-time jobs while still in high school. (Author/NB)

ED 288 146
CG 020 319

Bachman, Jerald G.; And Others
Change and Consistency in the Correlates of Drug Use among High School Seniors: 1975-1986. Monitoring the Future Occasional Paper Series, Paper 21.
Michigan Univ., Ann Arbor. Inst. for Social Research.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Drug Use; High Schools; *High School Seniors; *Individual Characteristics; *Marijuana; National Surveys; Political Attitudes; Religious Factors; *Student Adjustment; Trend Analysis
IDENTIFIERS- *Monitoring the Future

During the past decade there have been several important trends in drug use. Cigarette use peaked in 1976 and 1977 and declined thereafter. Marijuana use rose through 1978 and 1979 and then began to decline. Cocaine use rose until 1981 and has remained constant since. This study examined findings from 12 nationwide surveys representing the high school graduating classes of 1975 through 1986 to consider whether the shifts in drug use could be attributed to overall upward and downward trends in correlates of drug use and/or to changes in the patterns of correlations. The results showed drug use to be above average among subjects who had trouble adjusting to the educational environment, spent many evenings out for recreation, had heavy time commitments to a job, and had relatively high incomes. Drug use continued to be below average among those with strong religious commitments and those with conservative political views. Some shifts were found in the strength of certain variables' correlations with drug use. Both political conservatism and religious commitment have become less summarizes published, unpublished, and forthcoming works on studies conducted by these two programs from 1980 through 1987. The reports and papers included in the bibliography describe results of research completed to data on a wide range of topics. Entries in the bibliography are organized chronologically beginning with forthcoming reports and listing the most recent reports first. For each of the 31 entries, the author, title, and source are listed, and an abstract is provided. The bibliography will be updated periodically in order to make the most current findings of these programs available to interested users. Items can be obtained without charge from the National Center for Health Services Research and Health Care Technology Assessment by using the order form on the last page of the bibliography. (Author/NB)

ED 288 160
CG 020 334

Kaschak, Ellyn; Sharratt, Sara
Gender Roles in Costa Rica: The Effect of the Presence of Males or Females.
PUB DATE- Aug 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Androgyny; College Students; *Cultural Context; *Culture Fair Tests; Foreign Countries; Higher Education; Latin American Culture; *Latin Americans; Sex Differences; *Sex Role; *Test Construction
IDENTIFIERS- *Costa Rica

Self-report instruments developed to assess adherence to gender roles are usually culture bound and applicable only in a particular cultural context. The Kaschak-Sharratt Sex-Role Inventory (KSSRI) was developed as a Spanish-language instrument appropriate for use in a Latin American culture. This study investigated situational demands or context and their effect upon gender roles by administering the KSSRI to 50 male and 50 female Costa Rican university students from three universities. Subjects completed the KSSRI three times, imagining themselves in a social situation with a male friend, a female friend, or one male and one female friend. While overall scores for females were consistently androgynous and achieved by high scores in both masculinity and femininity, females did score higher in femininity in the situation involving the presence of a male and in-between in situations with both sexes present, supporting the notion that for women, the presence of a male results not in lowered masculine behaviors, but in increased feminine behaviors. Males scored significantly higher in masculinity in the situation involving a male friend than in one involving a female friend. The findings suggest that the presence of a male calls forth gender role stereotyped behavior in both females and males and that the presence of males alone or in a

ED 288 175
CG 020 350

Aul, Lynn E., Sr.; Johnson, John A.
Tactic Knowledge, Social Insight, and Personality.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (58th, Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Cognitive Style; College Students; Higher Education; *Interpersonal Competence; *Personality Traits; *Social Cognition
IDENTIFIERS- *Tacit Knowledge

Wagner and Sternberg (1985) defined tacit knowledge as knowledge that is usually not taught. They suggest that people who are adept at picking up and accumulating tacit knowledge tend to advance most rapidly in an organization. A study was conducted to determine whether tacit knowledge, as measured by the Tacit Knowledge Questionnaire (TKQ), is related to social insight and/or to certain personality characteristics. The TKQ yields three scores: tacit knowledge for managing one's self in the present job, managing others, and managing one's career. The TKQ, the Chapin Social Insight Scale, and the California Psychological Inventory (CPI) were administered to 20 undergraduate business students. Subscale inter-correlations from the study data replicated Wagner and Sternberg's original finding that tacit business knowledge for managing one's career, managing one's self, and managing others tended to be relatively independent qualities. This finding was reinforced by the tendency for the three subscales to correlate differentially with personality scales defining different factors of the CPI. These findings suggest that tacit business knowledge within the three areas is associated with a unique personality style. (Author/NB)

ED 288 176
CG 020 351

Johnson, John A.
Moderating Effects of Intraindividual Variance across the Trait Descriptive Universe.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (58th, Arlington, VA, April 9-12, 1987).
LANGUAGE- English

and punctuation, and for patterns of nonconventional use. Findings showed that (1) high frequency words were almost always spelled conventionally, while words used only once were spelled conventionally about half the time; (2) spelling features that were less frequent, less predictable, or more abstract tended to present more difficulty; (3) spelling generally improved from third to fourth grade; (4) most invented spellings involved reasonably successful efforts to represent phonology; (5) punctuation was appreciably more difficult than spelling for these subjects, with punctuation supplied as needed only 55.6% percent of the time, and conventional spelling provided 86.3% of the time; (6) some punctuation marks were more difficult than others, with periods and question marks provided at least half the time, commas and quotation marks usually omitted; and (7) punctuation improved dramatically from third to fourth grade, despite little instruction other than the practice of writing. Interviews with two of the children showed that most idiosyncratic patterns involved understandable conceptual strategies. A five-page list of references concludes the document. (JG)

ED 288 189
CS 210 818

McCoy, Linda Jones
Marathon Writing--A Letter to Parents.
PUB DATE- [87]
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Grade 2; Group Instruction; Handwriting; Letters (Correspondence); Primary Education; Spelling; Teaching Methods; Theory Practice Relationship; *Writing Exercises; Writing Instruction
IDENTIFIERS- Freewriting; *Marathon Writing; Student Journals

Based on a year's work with 16 second grade students, this two-part paper reports the successful use of the Marathon Writing (continuous writing for short periods on a regular basis) strategy in encouraging beginning writers to write independently. The first part of the paper explains the technique of marathon writing, and notes that even though children may read at advanced grade levels, they generally do not write at that same advanced level. The section goes on to note that the use of marathon writing was, in this case, supplemental to the students' regular second grade program, involving three half-hour sessions a week in which children wrote nonstop in special booklets for a five minute period at the beginning of each session. The second part of the paper is a letter to the students' parents, and is a result of the author's own marathon writing. The letter explains the rules for marathon writing, the students' fascination with the author's shorthand, and a writing activity in which the children became involved. (Five references are included.) (JC) read, and then write journal entries from the marginalia. A content analysis of their remarks over the course of a semester indicated that paying greater attention to details of what the author said made students more aware of what they disagreed with, did not understand, liked, or disliked about what they read. Some made insightful comments about the slim difference between argumentative and informative essays, or how material in the textbook was presented. Almost all said they felt their critical thinking skills had improved and that they could better defend their own ideas as a result. Textbook journals appear to be a promising strategy, and may be suitable for a writing across the curriculum program. (Samples of student comments are included.) (JC)

ED 288 203
CS 210 863

Chang, Tsan-Kuo
Access to the News and Foreign Policy: The Case of China, 1950-1984.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech
  Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Content Analysis; Foreign
  Countries; *Foreign Policy; Headlines; Information Dissemination;
  *Information Sources; International Relations; Mass Media; Media
  Research; Newspapers; *News Reporting; *Newswriting
IDENTIFIERS- China; News Flow; New York Times; Washington Post

A study examined sources of information for articles appearing in the "New York Times" and the "Washington Post" on United States/China policy formation between the years 1950 to 1984 to determine what U.S. government agencies had access to the press in the democratic process. Two aspects of news access were examined: (1) sources of China policy or actors that appeared in the two newspapers, such as the White House or the Defense Department; and (2) the mode of the news source, such as speeches and interviews. Results showed that from 1950 to 1984, the executive branch of the government appeared to be the most dominant source in the policy-making process. Unnamed sources enjoyed fairly privileged access to the China policy news, suggesting that leaks and some other covert actions may have produced sources. However, as a forum of policy debate, Congress remained comparatively obscure in the newspapers' coverage. The newspapers also depended heavily upon news conferences and speeches as sources of information. The results suggest that the hierarchy of the foreign policy environment gives the President and his advisors substantial control over foreign policy initiative and places the executive branch above all other competing forces. (Twenty-seven notes and three tables are included.) (JC)

restriction of speech situations, particularly in his rulings in favor of broadcast media's rights. Concerning government control of information, Scalia has been less prospeech with respect to press and citizen access to information without incurring heavy financial liabilities in defamation suits. While Scalia is no First Amendment champion his record is not quite so disastrous from a civil liberties perspective as popular and trade press accounts would lead one to believe. (Fifty-seven references are included.) (JC)

ED 288 217
CS 505 787

Schuetz, Janice
The Semantics of Cross-Examination: A Case Study of the Jean Harris Trial.
PUB DATE- Nov 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Communication (Thought Transfer); Communication Research; Content Analysis; *Court Litigation; *Discourse Analysis; *Language Usage; *Semantics
IDENTIFIERS- Consistency (Behavior); *Harris (Jean); Testimony

Use of communication theory in an analysis of the court proceedings of the Jean Harris murder trial suggests that Harris contributed to her conviction with her inconsistent use of language and her refusal to remain in low-profile. Harris' defense attorney attempted to portray her as an upstanding, well-bred member of the community, and as a powerless, unwilling part of a love triangle. To increase her credibility, the defense showed Harris to be a user of "high," or formal, public language. She was also portrayed as helpless and devastated when testifying in her defense, and frequently cried while speaking. The prosecution, however, demonstrated Harris' jealousy and propensity for murder in a letter written to Herman Tarnower, the victim, in which she used "low" or impolite, vulgar language, and in satirical poems she had written. Moreover, Harris damaged her credibility by offering too much information on the witness stand; by using direct, confrontational language when speaking to the prosecutor; by taking notes and making suggestions during the trial; and by offering direct objections to the judge. Analysis of Harris' trial suggests that attorneys should remind witnesses to avoid inconsistent language and maintain a subordinate role in the courtroom rather than try to upstage or overpower the prosecution. (Eighteen references are included.) (JC) biological sex, and income. Two groups of subjects, selected from economically determined working class students in a large introductory speech communication course at a southwestern university, responded to a questionnaire concerning two recent social conversations with a person of a different ethnic group--only Blacks conversing with Whites were chosen for analysis. Responses from the first group of 31 subjects were used to generate the issues, and those of the second group of 24 were used to test for coding reliability. Analyses produced seven categories of satisfying and dissatisfying interethnic communication: (1) negative stereotyping; (2) acceptance; (3) emotional expressiveness; (4) authenticity; (5) understanding; (6) goals attainment; and (7) powerlessness. These categories appeared to be reliable and relatively independent of sex, age, and family income. Whether the categories constitute a uniquely Black perspective on communication effectiveness is a question that has not yet been answered, but they do provide a basis for exploring effectiveness in a variety of settings and relationships. (Twenty-two references are attached.) (NKA)

ED 288 231
CS 505 812

Morris, Betty Zane
From Critical Listening to Critical Analysis: A Directed Listening Approach for the Basic Course.
PUB DATE- 8 Nov 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Critical Thinking; Higher Education; Listening; *Listening Skills; Persuasive Discourse; *Public Speaking; Speech Communication; Speech Curriculum; *Speech Instruction; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Critical Listening

Basic Speech Communication courses which emphasize public speaking are an opportunity to teach critical thinking skills in the form of critical listening. Students can be taught to analyze the evidence or ideas of others and make critical judgments about the validity or quality of materials presented, using a series of steps involving student and teacher critiques of student speeches. Working with an evaluation form, students begin by analyzing their classmates' first assignment (informative speeches), listening for progressively smaller elements of this type of rhetorical act. A discussion of the speeches and the errors made is then led by the teacher. For the second speaking assignment (speaking with a visual aid), students are charged to make specific comments and suggestions during the critique period, as well as to fill out the evaluation form. With the third assignment (a persuasive speech), students listen specifically for a demonstration of need, the parent and community involvement, and school climate; (2) provide districts with comprehensive school profiles of educational strengths and needs; (3) assist school districts in targeting goals and developing school improvement plans; and (4) guide school districts in building an ongoing self-assessment process to monitor their own improvements, goals, and effectiveness. This paper describes the Project for Determining the Quality of Schools (PDQS), developed and initiated according to the key characteristics of successful school improvement, staff development, and inservice models. Focused on the individual school, the PDQS gathers quantitative data from school records, documents, and reports and qualitative data administered to school staff, parents, and the community. These data are related to 3 broad data domains, 4 data sources, and 13 quality indicators. The three phases of PDQS are briefly described, along with expected outcomes. The PDQS provides schools with a framework within which to set priorities; outcomes tell schools what they are doing, not what they should be doing based on an ideal model. Nine figures are provided, including three extensive charts--the PDQS Quality Indicator Forms--for three measures: (1) instructional proficiency; (2) parental support; and (3) school climate. (MLH)

ED 288 244
EA 019 722

Celso, Nicholas; Morris, Harold
Systematic Management of Change Is the Key to Successful Staff Development. An Initial Study of the Bloomfield Public Schools Staff Development Project. Teacher Essentials, Styles & Strategies (TESS).
Bloomfield Public School District, NJ.
PUB DATE- 85
NOTE- 48p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Elementary Secondary Education; Faculty Development; Planning; *Program Development; *Program Implementation; Public Schools; School Districts; *Staff Development
IDENTIFIERS- *Bloomfield Public Schools NJ

Confronted by a maturing staff, lower teacher turnover rates, declining enrollments, and more sophisticated instructional methods, the Bloomfield (New Jersey) Public School District adopted an ambitious staff development initiative in 1983. This paper describes the planning and implementation strategies used to launch Bloomfield's Teaching Essentials, Styles, and Strategies Project (TESS). Staff development is defined as a symbiotic process of individual and organizational growth through controlled change. If implemented correctly, the process minimizes incongruencies between individual and organizational needs and maximizes internal harmony

AVAILABLE FROM- Publication Sales, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605-0909 ($5.00; $20.00 for the series of 5 publications).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affirmative Action; *Compliance (Legal); *Contracts; Elementary Secondary Education; Equipment; Laws; *Legal Responsibility; Professional Services; Purchasing; *School Law; Specifications; *State Legislation
IDENTIFIERS- *New Jersey; *Public School Contracts Law 1977 (New Jersey)

New Jersey's Public Schools Contracts Law, enacted on June 2, 1977, places limits on the authority of local and regional boards of education to make purchases and to enter into contracts, agreements, or leases for supplies or services. This publication is designed to provide information and guidance that will assist boards of education in meeting legal requirements for contracts and in keeping abreast of pertinent developments in the law. The first five sections cover legal requirements governing the initial stages in negotiating a contract: advertising for bids, soliciting quotations, drawing up specifications and plans, bidding requirements, and the contract itself. The last five sections cover the following special cases: (1) school building repairs: supervision, inspection, condemnation, rejection; (2) sale of personal property; (3) set-aside programs for women and minority businesses; (4) joint purchasing agreements; and (5) miscellaneous provisions. Appended is a flowchart showing the contract-bidding procedure for public works contracts by public schools. (TE)

ED 288 257
EA 019 750

Weger, Christine D.; Galante, Susan
Withholding Increments. Focus on School Law Series.
New Jersey School Boards Association, Trenton.
PUB DATE- 81
NOTE- 15p.; For related documents, see EA 019 746-749.
AVAILABLE FROM- Publication Sales, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605-0909 ($5.00; $20.00 for the series of 5 publications).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compensation (Remuneration); *Court Litigation; Elementary Secondary Education; Employment Level; Fringe Benefits; Guaranteed Income; Income; Promotion (Occupational); Salary Wage Differentials; *School Law; *State Legislation; *Teacher Discipline; *Teacher Salaries
IDENTIFIERS- *New Jersey

Gentry, Ruben; Briggs, Sherry
Beefing Up Teaching Strategies in Educating the Mildly Handicapped.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Instructional Effectiveness; *Mild Disabilities; *Teacher Effectiveness; *Teaching Methods

Twenty-one hypothesized components of effective teaching were examined and three to four basic attributes for each were stated as instructional strategies for teaching mildly handicapped students. Approximately 40 regular and special educators reviewed the strategies and their validations were used to develop the Assessment Inventory of Instructional Strategies (AIIS). The teacher then completes the form, rating the effect of each strategy on the student's learning. Listing the positive strategies under each of the 21 teaching components results in an instructional strategy profile for each student, emphasizing how to teach rather than what to teach. Pilot testing by five teachers of mildly handicapped elementary students revealed considerable agreement on effective strategies. The ratings from the pilot test are appended. Among strategies receiving 100% agreement as being effective were use of small group areas, use of hands-on materials, clear oral and written communication, providing feedback, and remediating weaknesses. (CL)

ED 288 271
EC 200 590

Landau, Julia K.
Out of the Mainstream; Education of Disabled Youth in Massachusetts. A Report.
Massachusetts Advocacy Center, Boston.
PUB DATE- May 87
NOTE- 57p.
AVAILABLE FROM- Massachusetts Advocacy Center, 76 Summer St., Boston, MA 02110 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Trends; Elementary Secondary Education; *Equal Education; *Mainstreaming; *Social Discrimination; Student Placement; *Trend Analysis
IDENTIFIERS- *Massachusetts

The report asserts that Massachusetts has failed to comply with the integration mandate of state and federal special education laws. An initial section reviews the importance of integration, noting the effects of stigmatization on children's development. Specific legal

Virginia; and a list of the state team members. (DB)

ED 288 285
EC 200 755

Buescher, Thomas M.; And Others
Influences on Strategies Adolescents Use To Cope with Their Own Recognized Talents.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Table 9 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; Coping; *Emotional Adjustment; *Gifted; *Peer Relationship; Secondary Education; Self Concept; *Sex Differences; *Talent

The study concerning ways in which gifted and talented adolescents cope with their giftedness had three purposes: (1) to identify those strategies used by gifted adolescents to cope with the sense of feeling different from peers; (2) to examine any patterns of change in strategy use that might occur in various circumstances at particular ages; and (3) to determine what might influence the use of certain coping strategies among members of this group. Subjects (N=604 and ages 12-16) completed six instruments including the "Young Adolescent Coping Survey," the "Harter Self-Concept Scale," and the "High School Personality Questionnaire." Data analysis revealed strong effects for sex, age, and self-concept in the selection of coping strategies. The greatest sex differences in strategy choice occurred between the ages of 13 and 15. Gifted girls were more likely to minimize the importance of their talents, keep accomplishments less visible, and move away from equally capable peers as they got older. Statistical tables provide rankings of preferred strategies by age and sex. (DB)

ED 288 286
EC 200 757

Akamatsu, Carol Tane
The Role of Instruction in Text Structure and Metacognitive Strategy Instruction in Deaf Students' Learning To Read and Write Stories.
PUB DATE- Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English

This report discusses sheltered workshop programming and high school-level vocational training for mentally retarded (MR) individuals in Allegheny County, Pennsylvania. Sheltered workshops conducted by Goodwill Industries and Parc-way Industries were examined to determine client characteristics and the rate of placement in competitive employment. The opportunities for high-school level mentally retarded students included: programs within Pittsburgh high schools, programs at Pittsburgh's center for the more severely handicapped, vocational courses at special education centers, in-school paid job experience, co-op work involving paid jobs in the community, work activity centers, and area vocational-technical schools. Conclusions were that sheltered workshops need to increase business, improve client placement into competitive work, provide programming for more people, foster communication among workshops, and make efforts to restructure Supplemental Security Income benefits for workshop employees. Concerning the high school vocational programs, the study recommended increasing the number of mentally retarded students taking vocational courses, developing additional courses suited to MR students, and studying the effect of high school-level vocational training on adult careers. Appended are lists of vocational courses offered by the school system, a list of area high schools with programs for MR students, and a bibliography. (JDD)

ED 288 299
EC 200 770

McGill-Franzen, Anne
Failure To Learn To Read: Formulating a Policy Problem.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- [87]
NOTE- 48p.; Portions of the paper were originally presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1985).
GRANT- G008630480
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citation Analysis; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; Federal Programs; Government Role; *Learning Disabilities; *Public Policy; *Reading Difficulties; Reading Failure; Remedial Programs; *Special Education; State Programs; *Student Placement

Various federal and state laws, regulations, and policies influence whether a low-achieving reader is categorized as "disadvantaged" or "disabled," and consequently what instructional interventions are provided. Low-achieving readers are being referred to special education at high rates while the number of eligible students served in compensatory reading programs for the economically disadvantaged is declining, though poverty among children has actually increased. Statistics using professional literature

ED 288 313
EC 200 786

Shaughnessy, Michael F.
Motivating the Gifted, Talented, Creative. A Meta-Analysis.
PUB DATE- [84]
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; *Gifted; *Humanistic Education; Meta Analysis; Motivation Techniques; *Student Motivation; *Talent; *Theory Practice Relationship

The main theories of motivation are reviewed in an effort to help teachers discern various tactics and techniques that they can use with gifted, talented, and creative students. Among the theories examined are Ivan Pavlov's respondent conditioning; Albert Ellis's rational-emotive approach; Abraham Maslow's triangular approach to growth and motivation; B. F. Skinner's reinforcement theory; Piaget's equilibration and challenge; B. S. Bloom's taxonomy of educational objectives; Carl Rogers's writings as further developed by Glover, Bruning, and Filbeck; Victor Frankl's humanistic approach; and Rollo May's existential approach. The meta-analysis of these motivation theories is briefly discussed in order to facilitate their implementation within an educational and humanistic framework. (VW)

ED 288 314
EC 200 788

Hagen, J. W.; And Others
Children with Seizure Disorders and Comparison Groups (Children with Diabetes Mellitus and Nonchronically Ill Children).
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meetings of the Society for Research and Development in Children (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attention; *Cognitive Processes; Comparative Analysis; Competence; *Diabetes; Elementary Secondary Education; Family Environment; *Intelligence; Memory; *Seizures; Self Concept
IDENTIFIERS- *Child Health

Twenty-four children (aged 7-16 years) with seizure disorders (SD) seriously emotionally handicapped children and adolescents in the United States. The directory listings were compiled from information obtained through a 1985-86 survey of parent organizations conducted by the Families as Allies project of the Portland Research and Training Center (Oregon). The groups listed provide one or more of the following services to parents: (1) education and information; (2) parent teaching; (3) advocacy, either at the case or systems level; (4) support groups; or (5) direct assistance such as respite care, transportation, or child-care. The organizations listed represent a wide range of organizational types. They include self-help organizations organized by and for parents with no professional assistance, groups started by staff members of service-providing agencies, and groups sponsored by other organizations. The organizations are listed alphabetically within states. Each entry includes organization name, address, and telephone number; director; other contact persons; geographic service area; and a list of services offered to parents. (JDD)

ED 288 328
EC 201 206

McManus, Marilyn C., Ed.; Friesen, Barbara J., Ed.
Families as Allies, Conference Proceedings: Parent-Professional Collaboration toward Improving Services for Seriously Emotionally Handicapped Children and Their Families (Portland, Oregon, April 28-29, 1986).
Georgetown Univ. Child Development Center, Washington, DC.; Portland State Univ., OR. Research and Training Center to Improve Services to Emotionally Handicapped Children and Their Families.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Jul 86
NOTE- 87p.
GRANT- G008435137
AVAILABLE FROM- Portland State University, Families as Allies Project, Research and Training Center, Regional Research Institute, P.O. Box 751, Portland, OR 97207 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperation; *Cooperative Planning; Counseling Services; *Counselor Client Relationship; *Emotional Disturbances; Family Role; Helping Relationship; *Mental Health Programs; *Needs Assessment; Objectives; *Parent Participation; Parent Role; Private Agencies; Psychiatric Services; Psychological Services; Public Agencies

The Families as Allies Conference was held to promote collaborative working relationships between professionals and parents of seriously emotionally handicapped children and adolescents, at the case level as well as the service delivery system level. This working conference was designed to involve equal numbers of parents and professionals, including policy-making, administrative, and

ED 288 342
EC 201 223

Program Adequacy in Special Education.
Alberta Dept. of Education, Edmonton. Special Educational Services Branch.
PUB DATE- 87
NOTE- 24p.
AVAILABLE FROM- Central Support Services, 8th Floor West, 11160 Jasper Ave., Edmonton, Alberta T5K 0L2, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Foreign Countries; Handicap Identification; History; Individualized Instruction; Outcomes of Education; Parent Responsibility; Program Development; Program Evaluation; *Public Policy; *Special Education; Student Placement
IDENTIFIERS- *Alberta

The document sets forth the rationale for determining adequacy in special education under Alberta (Canada) Education policy. A structural approach is proposed in which a program is judged adequate when a definite set of procedures has been established and implemented and when the principles of natural justice have been adhered to in the process. Background information touches upon the nature of special education (including Alberta's goals of education), the responsibility for special education (with information on the School Act, the Charter of Rights and Freedoms, and Alberta Education Policy), parental responsibility, and partnerships among the school, parents, and other agencies. The concept of adequacy is defined in terms of input and output measures and choice of programs. Input requirements for an adequate program are addressed for aspects of identification, assessment, program planning, program implementation, and program monitoring. Parent involvement is explained for such components as referral and assessment. The appeal procedures are reviewed. Appended material includes criterion teaching behaviors for special education, a discussion of placement alternatives for students with special educational needs, and a Cascade Service Delivery Model. (CL)

ED 288 343
EC 201 224

O'Connell, Patricia
The State of the State's Gifted and Talented Education. 2nd Edition.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 86

Horton, Aimee I.; Zacharakis-Jutz, Jeff
Empowering the Poor: Participatory Research as an Educational Tool.
PUB DATE- 24 Oct 87
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Community Education; *Disadvantaged; Females; Higher Education; Low Income Groups; *Problem Solving; *Research Methodology; *Research Utilization
IDENTIFIERS- Illinois (Chicago); *Northern Illinois University; *Participatory Research

The Lindeman Center for Community Empowerment at Northern Illinois University is seeking to relate its resources to the "invisible poor." The Center works with minority and other poor communities and groups in Chicago to strengthen and support them in their self-help efforts. One of the tools for empowerment that the Center is using is participatory research (PR). PR has been used by and for people who are exploited and oppressed by the dominant power structures of society, whether in the Third World or in the United States and Canada. It is an educational process involving three interrelated parts: (1) collective definition and investigation of a problem by a group of people struggling to deal with it; (2) group analysis of the underlying causes of their problem; and (3) group action to attempt to solve the problem. This approach is not a common research paradigm in higher education. Many higher education institutions and other professional organizations make their consultative and research services available to low income groups and communities. However, as possessors of "expert" knowledge, professionals often retain decision-making power and further disenfranchise the poor. More adult educators and other professionals are recognizing the potential of PR as an empowering process. The tool has been used successfully in a rural community in Nicaragua and in Appalachia. The Lindeman Center has used PR with public housing residents in Chicago. In one development, residents are learning to manage their property and take more control of their lives. Another group of "invisible poor" with whom the Lindeman Center is working in Chicago is welfare rights organizations. The Center conducted a workshop to help young women identify their leadership qualities and prepare for leadership roles. The PR approach represents an underused tool in empowering the poor, powerless, and disenfranchised groups in the United States. (KC)

CE 048 760

New GI Bill Continuation Act. Hearing before the Committee on Veterans' Affairs, United States Senate, One Hundredth Congress, First Session on S. 12.
Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.
REPORT NO.- Senate-Hrg-100-87
PUB DATE- 4 Feb 87
NOTE- 200p.; Document contains some small type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Eligibility; Federal Aid; *Federal Legislation; Hearings; Higher Education; *Student Financial Aid; *Veterans; *Veterans Education
IDENTIFIERS- Congress 100th; G I Bill

This document contains testimony from a congressional hearing on the proposed New GI Bill Continuation Act to provide for the continuation beyond the current eligibility expiration date of June 30, 1988. (The bill would make permanent the veterans' education program of the benefits program.) Testimony includes statements and prepared statements from individuals representing the Department of the Navy; U.S. Marine Corps; Air Force Sergeants Association; Association of the U.S. Army; Assistant Secretary of Defense, Force Management and Personnel; Veterans of Foreign Wars of the United States; U.S. Army; U.S. Air Force; Non Commissioned Officers Association; National Association of Veterans Program Administrators; American Association of Community and Junior Colleges; Association of Community College Trustees; Reserve Officers Association of the United States; National Legislative Commission; The American Legion; Paralyzed Veterans of America; Fleet Reserve Association; American Association of State Colleges and Universities; National Association for Uniformed Services; Disabled American Veterans; Principal Deputy Assistant Secretary of Defense, Reserve Affairs; American Veterans Committee; Veterans' Administration; and Vocational Rehabilitation and Education Service. The text of the bill is also provided. (YLB)

responsibilities, and postsecondary training. Each unit contains some or all of the following: unit title, time allotted to complete the unit, unit overview, unit outline, performance objectives, student learning activities, competencies to be mastered by completion of the unit, related vocabulary, information sheets, handouts, and student assignment sheets. (MN)

ED 288 007
CE 048 832

Inglis, Paul
Distance Teaching Is Dead! Long Live Distance Learning! or "Autonomy in Distance Learning."
PUB DATE- Jan 87
NOTE- 10p.; Paper presented at the Conference of the Australian and New Zealand Association for the Advancement of Science (56th, Palmerston North, New Zealand, January 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Affective Behavior; Attitude Change; Behavior Modification; Demography; *Distance Education; Educational Background; Educational Strategies; Foreign Countries; *Personal Autonomy; *Predictor Variables; School Attitudes; *Student Attitudes
IDENTIFIERS- *Australia (Queensland)

A 135-item survey was administered to 279 students enrolled in tertiary distance education programs in Queensland, Australia. The study was intended to identify (1) factors that are highly predictive of positive and independent learning growth and (2) strategies that students and educators can adopt to help students achieve a high level of affinity with their distance study program. The following demographic factors were found to be predictive of high affective development: being 46 years old or older; living in the largest urban centers; experiencing the influence of family, physical handicap, and employment; and having 10 or more hours of leisure time. Living as a single adult with children and working 46 or more hours per week were predictive of negative affective development. Previous learning variables that were highly predictive of positive affective development by students were these: (1) studying continuously for periods from 1 to 10 years; and (2) having gained qualifications. Present learning variables that appeared predictive of positive affective development included experiencing a moderate effect for socioeconomic conditions, making one or more visits to the institution, having great study expectations, having personal development reasons for studying, studying in various places, and studying more than 10 hours per week. It appeared that the search for a suitable teaching model should be replaced by a mix of teaching and learning behaviors that will promote effective student control over their own learning. (MN)

Vocational Education Act and the Job Training Partnership Act.
Texas Coll. and Univ. System, Austin. Coordinating Board.; Texas State Dept. of Community Affairs, Austin.
PUB DATE- Aug 87
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Community Colleges; Compliance (Legal); *Cooperative Planning; *Coordination; *Educational Legislation; Employment Programs; Federal Aid; *Federal Legislation; Job Training; Postsecondary Education; Program Content; Secondary Education; Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982; Texas

This guide is intended to assist planners of job training programs in understanding the connections between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) and coordinating programs that receive funds under either or both of the acts. The first section presents overviews of both acts and a chart comparing their features. The flow of funds and allocations and discretionary funds of both acts are explained next. The section on delivery outlines state and local responsibilities for administering and implementing each of the acts. Each act's eligibility determination, limitation on uses, matching requirements, and other provisions are covered in a section on activities. The final two sections deal with the acts' provisions regarding planning and accountability. Appendixes include organizational charts of the Texas Higher Education Coordinating Board, the Community Colleges and Technical Institutes Division, the Texas Department of Community Affairs, and the Training and Employment Development Division; a map of Texas public community colleges and technical institutes; a list of contact persons at public postsecondary vocational education institutions; a map of Texas JTPA service delivery areas; a list of contact persons in the job training delivery system; an outline of federal vocational education resources; an explanation of the secondary and postsecondary split of vocational education allotments; and an outline of JTPA funding resources. (MN)

Be Fun and Profitable; Pittsburgh Junior Academy; Cutting Wood; My Story; My Daughter, Donna; Holding On; and Off to Pittsburgh. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

ED 288 036
CE 048 931

GI Bill Program. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One-Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
PUB DATE- 18 Feb 87
NOTE- 286p.; Serial No. 100-2. Document contains small print and photographs that will not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; *Educational Legislation; Educational Needs; Educational Policy; *Federal Legislation; Hearings; Policy Formation; Postsecondary Education; *Public Policy; *Student Financial Aid; *Training Allowances; Two Year Colleges; *Veterans Education
IDENTIFIERS- Congress 100th; *G I Bill

This congressional report contains the testimony given at a hearing that was convened to review a bill to make permanent the educational assistance provisions for members of the All-Volunteer Force and the Selected Reserve that are generally known as the New GI Bill. The report includes testimony that was given by representatives of the following agencies and organizations: the U.S. Coast Guard, the Reserve Forces Policy Board, the Naval Reserve Association, the U.S. Navy, the Air Force Association, the U.S. Marine Corps, the Air Force Sergeants Association, the Veterans of Foreign Wars, the Army National Guard, the U.S. Army, the Navy League of the United States, the Reserve Officers Association of the United States, the Non Commissioned Officers of the United States of America, the National Guard Association of the United States, the Air National Guard, the American Association of Community and Junior Colleges, the American Legion, the Paralyzed Veterans of America, the Fleet Reserve Association, National Association for Uniformed Services, the National Association of Veterans Program Administrators, and the Disabled American Veterans. The text of the proposed bill, assorted charts and letters, various recruiting pamphlets explaining the GI Bill, and written committee questions and responses are also included. (MN)

ED 288 049
CE 048 944

Close of Service Workshop. Participant's Handbook. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-08.

Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Oct 86
NOTE- 101p.; For a related trainer's guide, see CE 048 943.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Career Planning; Developing Nations; Economic Development; Federal Programs; Foreign Countries; *Goal Orientation; *International Programs; *Job Search Methods; Occupational Mobility; *Technical Assistance; Transitional Programs; Voluntary Agencies; *Volunteers; Workshops
IDENTIFIERS- *Peace Corps

This handbook is designed for the use and convenience of Peace Corps volunteers during the Close of Service (COS) workshop, the purpose of which is to assist them in making the transition from the host country back to the United States. It contains a variety of worksheets and articles that can assist them in examining their needs and expectations about leaving their host countries and returning home. The materials are divided into these sections: a time for reflection; values, skills, and goals; for those who are interested in a job search campaign; for those who are considering further education or training; for those who are considering other options; networking and interviewing; moving on; and development education and Peace Corps' third goal. A journal section concludes the handbook. It is included for volunteers' personal thoughts and notetaking. (YLB)

include a list of materials dealing with assertiveness, empathic listening, and negotiating and risk-taking skills, as well as 13 sample lesson plans, all of which involve problem solving by using the value assessment criteria and mediation skills discussed in the manual. (MN)

ED 288 063
CE 048 967

Wyly, Jeanie Rountree
Career Development.
PUB DATE- Oct 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Adult Education; *Career Development; *Educational Needs; *Educational Theories; Employer Employee Relationship; Fused Curriculum; Lifelong Learning; Mentors; Models; Organizational Climate; Postsecondary Education; *Program Development; Self Concept

Career development has become very pertinent for adult educators inasmuch as career development programs have been shown to increase effectiveness and efficiency in the field of adult education. Career development programs can vary widely in their content, approach, and philosophy. Various theories have been proposed to explain career development. Included among these are Ginzberg's, Super's, and Tiedeman's developmental theories; Roe's need theory, Holland's personality theory, the Minnesota theory (which measures several dimensions of work adjustment), and Hoppock's composite theory. Perhaps the most important development in the field of adult education in the past five years has been the explosion of interest in career development. Career development programs have begun to focus on the personalized aspect of the individual, and organizations have begun trying to match their needs to those of the individuals whom they employ. The pertinence of self-concept and self-esteem to success in career development has been recognized, and the effectiveness of mentor relationships as a means for improving individuals' career positions has been established. Many researchers, including Erikson, Super, Schein, and Levinson, have formulated models of the various life cycles and stages through which adults progress and have explored the influence of these various stages on career development. Norris and her coworkers have developed a seven-step career development plan that should significantly increase attitudes, morale, and productivity by having organizations and employees work together. (MN)

NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Classroom Techniques; Cultural Activities; *Cultural Context; Educational Resources; *English (Second Language); Films; *Holidays; Lesson Plans; Literacy Education; *Reading Instruction; *Second Language Instruction; Teaching Methods; Units of Study
IDENTIFIERS- 310 Project; *New Mexico; *United States

This set of teaching suggestions and reading passages is intended primarily to teach students of English as a second language (ESL) about American holidays. An attempt was made to make the units useful for speakers of many languages, rather than primarily one language group. Some foreign holidays the students will encounter in New Mexico (such as Cinco de Mayo) also have been included. The units are divided into two sections--beginning and advanced, and the reading passages may also be used with beginning readers. The suggestions include word patterns to be used with the beginning passages. The booklet also includes a glossary and a list of suggested films. (KC)

ED 288 076
CE 049 019

Two-Year Core Curriculum for Agricultural Education in Montana. Revised.
Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- 87
NOTE- 92p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Engineering; *Agronomy; *Animal Husbandry; Career Planning; Careers; Competency Based Education; Core Curriculum; Introductory Courses; Leadership; Reference Materials; Secondary Education; State Curriculum Guides; Supervised Farm Practice; *Vocational Education
IDENTIFIERS- Montana

This guide contains suggested units of instruction for the first two years of instruction in secondary vocational agriculture. It is intended to aid teachers and administrators in planning instructional programs to equip students with essential basic competencies required for more specialized programs. Instructor materials include information on use of the guide for general curriculum development and as a specific planning document and a yearly unit-time outline. The competency-based units of instruction are divided into the following areas: agricultural program (impact

Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 16 Jun 87
NOTE- 9p.; For the basic evaluation form, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Software Reviews; *Courseware; *Individual Development; Instructional Material Evaluation; Secondary Education; *Self Concept; *Self Evaluation (Individuals)

This courseware evaluation rates the Who Am I? program developed by Instructional Enterprises. (This program--not contained in this document--is an interactive guidance course including four inventories students use to learn more about themselves.) Part A describes the program in terms of subject area (personal development) and hardware requirements (Apple II series), indicates its suitability for use in self-evaluation for students in grades 7-12, and gives a time estimate (30-40 minutes). Availability information includes cost ($39.95), backup and preview policies, and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. This courseware was rated yes for subject matter and technical presentation; somewhat for student and program interaction, student evaluation, and documentation; work behaviors and application programs were not applicable. The program's strengths are important subject matter and good student involvement. Weaknesses include limited explanation of interpretation of results and few follow-up suggestions. The program is recommended for use with teacher/counselor discussion and input. (SK)

ED 288 090
CE 049 067

Fleming, Lian; And Others
Marketing: Managing the Marketing Mix. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 9p.; For the basic evaluation form, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; Business Administration; *Computer Software Reviews; *Courseware; Decision Making; Instructional Material Evaluation; *Management Development; *Marketing; Postsecondary Education

This courseware evaluation rates the Marketing: Managing the Marketing Mix program developed by Control Data Limited. (This

ED 288 103
CE 049 166

Goldsmith, Robert G.
Students Concerned about Tomorrow: A Dropout Intervention Program. Final Report.
People, Inc., Abingdon, VA.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 28 Sep 87
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Basic Skills; Community Colleges; Counseling Services; Demonstration Programs; *Disadvantaged; *Dropout Prevention; *Dropout Programs; *High Risk Students; High Schools; Internship Programs; *Intervention; Postsecondary Education; *Remedial Instruction; Summer Programs; Two Year Colleges; Vocational Evaluation
IDENTIFIERS- Virginia

During the 1986-1987 school year, 80 educationally and economically disadvantaged students from three counties in Virginia were recruited into a program that was designed to support their education and encourage them to stay in school. Students participated in after-school workshops to improve their decision-making and interpersonal skills, and they attended weekend recreational activities. Counseling, which included assistance with family problems and encouragement in school work along with personal counseling, was provided. During the summer, students attended an 8-week, 152-hour class that emphasized basic skill development. Two classes used a specially designed curriculum in which the students planned and produced their own video show. Students earned high school and community college credit. Each week the students also worked as a group on community projects. They were paid for class and community work through the Summer Youth Employment and Training Program. Sixty-one students completed the school year program, and 44 completed the 8-week program, with 39 of them earning high school credit. The students showed significant gains in reading, math, and language arts as measured by the Miller Analogies Test. The project was quite successful in helping the students develop skills and provided them and their families with supportive counseling; however, the project staff was unable to measure any improvement in the students' attitudes toward school. (MN)

ED 288 104
CE 049 167

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Delivery Systems; High Risk Students; Program Evaluation; *School Counseling; School Guidance; Secondary Education; *Secondary School Students; *State Programs; *Student Alienation; *Student Needs
IDENTIFIERS- *Hawaii

This document presents guidelines developed by the Hawaii State Department of Education's Comprehensive School Alienation Program to consolidate and strengthen the delivery of services to alienated students. It is intended to assist district staff, school administrators, and project personnel in planning and implementing program activities and service options for alienated students in public secondary schools in Hawaii. The guide can also serve as a source of information on the Comprehensive School Alienation Program for other school personnel, parents, students, the community, and interested organizations. Chapter I provides an introduction to the program which includes an overview and definitions of relevant terms. Chapter II lists program goals and objectives. Chapter III discusses program components and service options in the areas of counseling and guidance and instruction. Chapter IV addresses the area of program management and coordination by examining: (1) areas of responsibility within the organizational structure; (2) allocation process; (3) a school level implementation flowchart; (4) eligibility, selection, and placement; (5) state monitoring; (6) in-service training; (7) reporting requirements; (8) hiring of personnel; and (9) hours. Chapter V presents a program evaluation. A list of alternative learning centers and various reporting forms are appended. (NB)

ED 288 117
CG 020 290

Petiet, Carole A.
Substance Abuse: A 12-Month Outcome Study Following Inpatient Treatment.
PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Client Characteristics (Human Services); *Drug Rehabilitation; Followup Studies; *Outcomes of Treatment; Predictor Variables; *Program Effectiveness; Sex Differences
IDENTIFIERS- *Substance Abuse

A 12-month outcome study was conducted on 129 patients discharged from a hospital-based substance abuse treatment program in an effort to identify the progress of patients after treatment, evaluate the treatment program, and improve the program based on the evaluation. Subjects completed two demographic questionnaires

in Oncology Nurses.
SPONS. AGENCY- National Academy of Education, Washington, D.C.
PUB DATE- Mar 86
NOTE- 17p.; Paper presented at the Annual Society of Behavioral Medicine Scientific Sessions (7th, San Francisco, CA, March 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; Cancer; *Coping; *Nurses; *Oncology; Psychological Patterns; Stress Management; *Stress Variables

High levels of stress experienced by primary care oncology nursing staff, and the competency impairment which results from such stress, has become a matter of much concern in health care settings. This study was conducted to identify the coping strategies employed by oncology nurses, and to relate these strategies to differential indices of stress and burnout. Oncology nurses (N=133) at a comprehensive cancer center completed the Ways of Coping (WC) Checklist, the Job-Related Tension Index, the Emotional Exhaustion Scale, the Role Conflict scale, the Job Involvement scale, and the Home-Work Conflict scale. The Job Involvement scale showed a clear and positive relationship to five of the eight WC scales (Self-Controlling, Seeking Social Support, Accepting Responsibility, Planful Problem-Solving, and Positive Reappraisal), all of which contained coping responses characterized by constructive engagement. Role conflict, stress, and burnout indices were most strongly and positively associated with the WC scales of Confrontive Coping, Distancing, Accepting Responsibility, and Escape-Avoidance scales, and negatively associated with the Planful Problem-Solving scale. Type of coping response was differentially related to the level of reported stress and burnout. Increased use of emotional-focused coping responses was related to increased reports of stress and burnout. (NB)

ED 288 132
CG 020 305

Zevon, Michael A.; And Others
Depressive Mood Induction: The Reactivity of Positive Affect.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- CA16056; RR-05648
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Depression (Psychology); Higher Education; *Research Methodology
IDENTIFIERS- *Mood Induction; *Positive Affect

Mood induction procedures have been widely used as laboratory closely linked to drug use, particularly to marijuana use. (Author/NB)

ED 288 147
CG 020 320

O'Malley, Patrick M.; And Others
Differentiation of Period, Age, and Cohort Effects on Drug Use 1976-1986. Monitoring the Future Occasional Paper Series, Paper 22.
Michigan Univ., Ann Arbor. Inst. for Social Research.
PUB DATE- 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Age Differences; Cohort Analysis; *Drug Use; High Schools; *High School Seniors; National Surveys; Trend Analysis; Young Adults
IDENTIFIERS- *Monitoring the Future

Conducted as part of the Monitoring the Future project, this study used a cohort-sequential design to examine period, age, and cohort effects on substance use among American youth between the ages of 18 and 28 from the high school classes of 1976 to 1986. This manuscript supersedes Paper 14 in the series which reported on American youth from 18-24 years old from the classes of 1976 to 1982. A total of 18 variables were analyzed, dealing with 12 different drug classes. The results revealed several different types of period effects over the past decade. Period effects in the form of monotonic decreases occurred for annual prevalences of barbiturates, some psychedelics, and tranquilizers. Bilinear period effects, first increasing then decreasing, were found for marijuana, amphetamines, lysergic acid diethylamide, and a measure of heavy drinking. Cocaine, methaqualone, and monthly prevalence of alcohol use all reflected complex period effects. Effects of age were also complex and varied across drugs. Cigarette use increased after high school until age 21, after which it decreased. Monthly and daily alcohol use increased linearly until age 21, and then stayed constant. A measure of heavy drinking showed a curvilinear age trend, increasing through age 21 and then decreasing, and marijuana use exhibited a similar age effect. Clear cohort (or class) effects appeared for cigarette use, with each successive class smoking less at all levels. A negative linear class effect also appeared for daily marijuana use. (Author/NB)

ED 288 148
CG 020 321

mixed situation limits feminine attributions for men. (NB)

ED 288 161
CG 020 335

Shean, Glenn; Rohrbaugh, Michael
Agoraphobia and Paradigm Strain: A Family Systems Perspective.
PUB DATE- Mar 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Counseling Techniques; *Family Influence; Models; *Systems Approach
IDENTIFIERS- *Agoraphobia; *Family Systems Theory

Agoraphobia is an increasingly common, often chronically incapacitating anxiety disorder. Both behavior therapy and pharmacotherapy can be effective in reducing the intensity of agoraphobic symptoms. There are promising new developments, however, from a family systems perspective. Researchers are finding that an agoraphobic's marriage and family relationships are profoundly relevant to understanding this disorder and the long-term results of treatment. Four empirically supported propositional statements are relevant to the role of family interactional factors in agoraphobia: (1) agoraphobia occurs in highly complementary relationships, particularly marriages organized according to traditional sex-roles; (2) close relatives of agoraphobics, particularly their spouses, often are reported to have equally serious problems; (3) agoraphobic symptoms arise in response to real or anticipated changes in vital relationships and function to preserve former patterns; and (4) symptomatic improvement may have negative repercussions in the family system. Two interactional systems models which most readily accommodate these findings are the functional/structural view and the accidental/sequential model. Therapists must address the question of which levels of system-individual, couple patient-family, or patient-family-helpers, have priority for intervention under what circumstances. Implicit in the interactional systems view is the idea that broader levels of context are most relevant. (NB)

ED 288 162
CG 020 336

LeClair, Daniel P.; And Others
The Use of Prison Confinement for the Treatment of Multiple Drunken Driver Offenders: An Evaluation of the Longwood Treatment Center.

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Individual Differences; *Peer Evaluation; *Personality Assessment; Personality Measures; *Personality Traits; *Self Evaluation (Individuals)

Several researchers have recently suggested, on limited data, that personality measures are more valid for individuals for whom inter-item variance is low. Questions remain concerning the robustness of the effect reported in these studies and whether general traitedness or traitedness within specific dimensions will moderate correlations other than self- and peer-ratings. A study was conducted to examine self-peer rating correlations, moderating effects on the correlation between adjective self-ratings and scores on scales from the California Psychological Inventory (CPI), and moderating effects on the correlation between adjective peer ratings and CPI scale scores. College students (N=81) provided self-reports and peer-ratings on seven scales built from adjectives sampling the trait-descriptive universe and scores on the same seven dimensions from the CPI. The results did not support the robustness of either general traitedness or traitedness for specific dimension in moderating the correspondence between self- and peer-ratings, self-ratings and inventory scores, or peer-ratings and inventory scores. Subjects scoring below the median of inter-item variance did not show greater correspondence among self-ratings, peer-ratings, and CPI scores, casting doubt on the pervasiveness of the moderating effect of intraindividual variance in item responding. (Author/NB)

CS

ED 288 177
CS 008 907

Gillis, Miriam
Critical Re-examination of Research in Early Reading Instruction and Its Applications.
PUB DATE- Jul 86
NOTE- 14p.; Paper presented at the World Congress of the World Organization for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Reading; *Cognitive Development; Comparative Analysis; Evaluation Problems; Foreign Countries; Parent Participation; Preschool Education; Reading Diagnosis; *Reading

ED 288 190
CS 210 824

Anderson, Philip M.
Language Development and Aesthetic Modes of Thought.
PUB DATE- 23 Nov 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Critical Thinking; Elementary Secondary Education; Heuristics; Higher Education; *Language Acquisition; Language Research; *Metaphors; Rhetoric; Teaching Methods; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Poetics; *Thinking Skills

As evidenced by the increasing awareness of metaphorical thought (and other nonlinear and aesthetic thinking structures) in literature on the development of composing and comprehending skills, teaching metaphor as a mode of thinking is an important function of schooling, especially in the English classroom. It is important that the classroom emphasis be on metaphor as heuristic rather than as rhetoric, and it is also important for teachers to be aware of the theoretical foundations of using metaphorical verbal thought structures for both language skill development and verbal thought development in adolescents and young adults. Theorists have found that metaphoric language development is a creative act of representation, yet metaphoric thinking is to some extent contingent on instruction. In the English classroom, metaphorical exercises can help students not only make metaphors but think metaphorically. Metaphorical thinking exercises are relevant in content area classes as well, for example in scientific and technical writing, and in historical work. It is useful in all disciplines to be aware of the poetic functions of writing (in addition to transactional writing), and teachers can make students who engage in nonliterary discourse aware when they are using metaphoric language that shapes their world views. A final area where students need to be aware of metaphorical language is in the revision process, especially when a process model of writing is used. (References are appended.) (SKC)

ED 288 191
CS 210 836

Wagner, Betty Jane

ED 288 204
CS 210 864

McClaren, Adrian W.
Thanatology: A Thematic Approach to Teaching.
PUB DATE- Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Creativity; *Death; Drama; Elementary Secondary Education; *Literature Appreciation; Poetry; Romanticism; *Student Attitudes; *Teaching Methods; Thematic Approach; Theory Practice Relationship
IDENTIFIERS- Funerals

Students are faced with many subjects related to death in their everyday lives--war, euthanasia, disease, teenage suicide. A unit on death that focuses on literary and artistic conceptions of death, as well as historical trends concerning beliefs about death and burial, can help students express their feelings about death coherently and creatively, and evaluate various viewpoints rationally and logically while studying a significant subject. The unit might include the study of poetry with death as its subject, such as W. C. Bryant's "Thanatopsis," or John Keats' "When I Have Fears." Students can visit local cemeteries and make gravestone rubbings, note interesting epitaphs, and discover historical trends in the design of gravestones. Bulletin boards and other visuals can be designed in keeping with the topic, and students can discuss issues related to death and dying, such as whether death has lost its dignity and become institutionalized and dehumanized. Students can be assigned pertinent novels, such as James Agee's "A Death in the Family," or John Gunther's "Death Be Not Proud." They may also find the study of various cultures' treatments of death interesting, or may wish to try writing epitaphs for themselves or for famous people. The study of death can be an important way for students to learn to express themselves. (JC)

ED 288 205
CS 210 865

Newkirk, Thomas, Ed.; Atwell, Nancie, Ed.
Understanding Writing: Ways of Observing, Learning, and Teaching. K-8. Second Edition.
REPORT NO.- ISBN-0-435-08441-0
PUB DATE- 88
NOTE- 312p.; For the first edition, see ED 227 485.

ED 288 218
CS 505 795

Brown, Julie R.; Vaughn, Mina A.
Television as Social Reality: A Dialectical Analysis of Family Interactional Process in "The Cosby Show" and "Family Ties."
PUB DATE- Nov 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Discourse Analysis; Family (Sociological Unit); *Family Relationship; Group Dynamics; *Interaction; *Interpersonal Communication; Models; Parent Child Relationship; Parent Influence; Role Perception; *Television; Television Research
IDENTIFIERS- *Communication Patterns; Cosby Show (Television Program; *Dialectical Reasoning; Family Communication; Family Ties (Television Program)

Based on the notion that a dialectical perspective better represents the processes and tensions involved in family communication than do traditional models, an exploratory study examined the communication practices of two television families: the Huxtables of "The Cosby Show," and the Keatons of "Family Ties." The series were selected because their consistently high ratings suggest that families accept and perhaps imitate the communication practices displayed by the characters. Five episodes, three from "Cosby" and two from "Family Ties" were studied and catalogued according to the types of tension exhibited in the dialogue. Two main oppositional relationships emerged: autonomy versus constraint and authoritative versus democratic. Examples of the autonomy versus constraint relationship suggest that family members negotiate over the boundaries set by one another, and that occasionally, dialectical tension rests in the phenomenon itself, not in the individuals. Similarly, authoritative versus democratic distributions of power concern family members' means for achieving and maintaining power. Such a dialectical analysis suggests that family relationships are based on process in behavioral practices, the temporality of such practices, and the inescapability of contradiction, rather than stable relationships and goal oriented behavior. (Two notes and 17 references are included.) (JC)

ED 288 219
CS 505 796

Keltner, John W. Sam
Mediation: Toward a Civilized System of Dispute Resolution.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

significance for the audience, use of appeals, the meeting of objections, and the action desired, and then must decide if the speech was persuasive. With their final speech, students must submit a formal critical analysis of a speech given by a classmate, to be delivered orally. This directed listening strategy ensures that students become aware of patterns of effective listening while receiving public speaking instruction as well. (Six references, and an appendix containing speech criteria and a copy of an evaluation form are included.) (JC)

EA

ED 288 232
EA 019 642

Valdes, Alice L.
Conditions of Education in Delaware. 1986.
Delaware State Dept. of Public Instruction, Dover.
REPORT NO.- DEPI-95-01/86/12/03
PUB DATE- Apr 87
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Educational Assessment; *Educational Environment; Educational Opportunities; Educational Status Comparison; Elementary Secondary Education; Individual Needs; Mission Statements; *Outcomes of Education; Public Support; *Resource Allocation; *School Effectiveness; School Personnel; State Norms; *Statewide Planning; Statistical Inference
IDENTIFIERS- *Delaware; Indicators

Prepared by a state educational planning committee, this report uses key indicators to describe the status of the Delaware school system. Sets of comparative data selected from various national studies and from state surveys appear throughout the report. The statistical material is supplemented with descriptions of trends and discussions of the implications of the data for the condition of state schooling. The 30 indicators are clustered in 4 broad categories, which are presented as document sections. An introduction sets forth the study's purpose and methodology. "Outcomes," the first section, defines state goals and compares Delaware students' academic performance and educational transition with those of other groups. The indicators of such outcomes include basic skills achievement, Scholastic Aptitude Test scores, and graduates' educational/occupational attainment. The second section, "Resources," focuses on the resources that the school system has at its disposal. Data pertaining to fiscal allocations and expenditures per pupil are interpreted. A discussion of human resources includes data on class size, quality of the teaching and equilibrium. The first section describes approaches to managing change and discusses a model for enhancing the TESS project's acceptance. The cycle of change is discussed, along with resistance to staff development initiatives. Section II treats gearing up for change, or districts' need to decide on program content, communicate mission and objectives, and develop readiness. Section III presents a suggested change strategy, including establishing a needs profile and testing the proposition of composite needs. Section IV handles implementation issues and explains the needs hierarchy planning matrix, its application, and various phases addressing teachers' security, social, esteem, and self-actualization concerns. Since its inception, Project TESS has provided over 200 teacher opportunities. Response has been so overwhelmingly positive that a waiting list and lottery selection system have been devised to accommodate the backlog of applications. Included are 15 endnotes and numerous figures and tables. (MLH)

ED 288 245
EA 019 123

Kline, William
A Collegial Model for Building Effective School Leadership.
PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Instructional Leadership; *Management Development; Models; *Peer Relationship; *Principals; Public Schools; School Effectiveness; Teamwork
IDENTIFIERS- *Collegiality; *Jefferson Parish Public Schools LA

In fall 1984, the Jefferson Parish (Louisiana) School Board established a Principals' Instructional Leadership Development Project to focus on the correlates of effective schools and develop a project designed to improve principals' leadership characteristics. This paper describes the two-year project, which developed a model emphasizing principals' decisions regarding project structure, processes, and content. The target population comprised 84 principals representing all grade levels and a wide range of socioeconomic and ethnic populations. After reviewing exemplary principal behaviors promulgated by effective schools research, the paper lists three guiding principles: (1) avoidance of a general workshop format; (2) the importance of building on principals' current concerns; and (3) emphasis on a collegial model for principal inservice development. In the first year, the project had three stages: (1) concerns and discussion; (2) a blending of concerns with research information on school effectiveness; and (3) a committee to plan for the second year. The committee decided to develop a peer team inservice model, and all principals were placed

Local boards of education in New Jersey are authorized by law to withhold increments of staff members in certain circumstances. The purpose of this publication is to provide an analysis and summary of decisions involving a board's exercise of this authority, and it is intended to serve as a guide and a reference tool to be used in determining when and how increments can be withheld. The first two sections construe the statutory language that gives boards this authority and establishes the nonnegotiability of increment withholding decisions by local boards. The next section discusses appeals for review of increment withholdings by the commissioner of education. Decisions are discussed that (1) clarify the standard of review, (2) uphold actions by local boards, and (3) restore employees' increments. The third section reviews decisions interpreting the procedural requirements at the administrative and board levels that must be met in withholding increments. A final section discusses the four options available to local boards in determining the exact increment amount to be withheld and the time period for withholding it: (1) employment increment only, for one school year; (2) employment increment only, but on a permanent basis; (3) entire increment for one year; and (4) permanent denial of entire increment. (TE)

ED 288 258
EA 019 764

Perillo, Stephen E.
Model Policy for Security and Safety Committee.
PUB DATE- Oct 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of School Business Officials International (73rd, San Antonio, TX, October 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accident Prevention; *Board of Education Policy; Committees; Elementary Secondary Education; *Insurance; *Policy Formation; Prevention; *Safety Education; School Business Officials; School Districts; *School Safety; School Vandalism

The starting point of an effective school safety program is the development of a written policy statement that reflects the school board's belief in safety for its students and that is widely publicized to the staff and community. A sample safety/security policy is provided that lists, first, the superintendent's responsibilities in establishing a districtwide safety and security committee and, second, the security committee's responsibilities. These include (1) reviewing all worker compensation and student accident reports; (2) reviewing loss data and determining ways to alleviate further loss; and (3) establishing mechanisms for safety communication, inservice safety training for employees, and safety education for students. The following section contains suggested policy forms regarding vandalism and arson, staff participation, public participation, and governing body recognition. The paper

requirements are detailed along with responsibilities of the Massachusetts Department of Education. Section 2 presents an analysis of data on integration across the state. The analysis focuses on comparisons of the number of students served in integrated and segregated prototypes over the years and the change in the placement rate for integrated and segregated prototypes. Among findings presented in the analysis are the following: the rate for placing students with disabilities in separate day programs increased 107% from 1974 to 1985; the rate for placing disabled students in the mainstream fulltime fell from 35.3% in 1974 to 8.3% in 1985; and the overall placement rate for the partially integrated programs fell from 60.5% to 52.9% from 1979 to 1984. An even more pronounced trend toward segregation of students with disabilities in Boston is depicted. Section 3 highlights barriers to integration, including the Department of Education's failure to collect and use data to insure integration, failure to inform parents of rights and opportunities for integration, and financial disincentives to integration. Recommendations are offered for data collection, monitoring/enforcement, and technical assistance. (CL)

ED 288 272
EC 200 591

Wisconsin School for the Visually Handicapped. A Curriculum Guide for Students. Bulletin No. 7393.
Wisconsin School for the Visually Handicapped, Janesville.; Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children and Pupil Services.
PUB DATE- May 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Blindness; Business Education; *Elementary School Curriculum; Elementary Secondary Education; English; Industry; Language Arts; Music; Partial Vision; Physical Education; Sciences; *Secondary School Curriculum; Social Studies; *Special Schools; Technology; *Visual Impairments
IDENTIFIERS- *Wisconsin School for the Visually Handicapped

The curriculum guide sets forth the course of study at the Wisconsin School for the Visually Handicapped. An initial section presents the school's philosophy regarding the need for specialty skills to be incorporated into regular academic instruction. The content of the primary and elementary programs (kindergarten through grade 6) is reviewed in terms of language arts, mathematics, social studies, science, music, physical education, and for the elementary students, functional (daily living skill) instruction and cooperative programing (mainstreaming in a public school setting). Description of the program for grades 7-12 includes minimal requirements for graduation as well as electives and such additional offerings as occupational and physical therapy, vocational guidance and evaluation, forensics team, cross country

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Deafness; Intermediate Grades; *Learning Strategies; *Literacy; Maintenance; Metacognition; Story Grammar; *Writing Skills

Metacognitive strategy instruction was used to teach two deaf children (ages 11 and 12) with differing American Sign Language and English language skills to summarize stories in writing. The instructional program used a knowledge of text structure--specifically story structure--to improve literacy skills by enhancing the children's ability to comprehend, remember, and generate stories. Program components addressed learning reasons for summarizing, identifying the kinds of information contained in a story, finding this information, organizing it for a summary, and writing the actual summary. Mechanical aspects of writing such as grammar, spelling, and punctuation were not stressed. Effectiveness of the program was evaluated using a single-subject design. Baseline measures revealed that the subjects had only a meager knowledge of story structure. During intervention, subjects' performance rose dramatically. Although the summaries they produced were not mechanically perfect, they had the structure of a story and therefore appeared to be better writing samples than those produced before intervention. In one subject, this level of performance was maintained; in the other, performance declined during the maintenance period. (Author/VW)

ED 288 287
EC 200 758

White, Nancy E.
The Effectiveness of Independent Living Training Programs in Los Angeles County for Individuals with Developmental Disabilities.
PUB DATE- May 87
NOTE- 78p.; Master's Thesis, California State University, Long Beach.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Daily Living Skills; *Developmental Disabilities; Group Homes; *Mental Retardation; *Program Effectiveness; *Residential Programs; Training Objectives; *Transitional Programs; Young Adults
IDENTIFIERS- California (Los Angeles County)

The effectiveness of independent living programs for developmentally disabled persons in Los Angeles County was examined using a sample of 33 clients (ages 18-50) who exited such programs between June 1984 and June 1986. All but one were mentally retarded; seven also had either cerebral palsy or epilepsy. Survey forms for each client were completed through reviews of case records and interviews with administrators at the three participating training program offices. The characteristics of the 22 clients who successfully maintained independent living were

citations show a decline in interest in reading failure as an environmental deficit and an increase in organic impairment as an explanation. The government's view of its role in support of education has also changed focus, from a concern for equity to a concern for excellence. Many other factors are involved in the shift toward labelling low-achieving readers as "mildly handicapped" or "learning disabled" including: (1) the economically disadvantaged do not constitute a protected group under civil rights law as the handicapped do; (2) disabilities are defined so as to place children in better-funded special education programs; (3) the lower expectations allowed for special education programs are easier to meet compared to those of remedial reading programs. The need for a reformed policy on services to underachieving children is emphasized. Sixty references are appended. (JDD)

ED 288 300
EC 200 771

Davie, Ann R., Ed.
HEATH Resource Directory. 1987 Edition.
American Council on Education, Washington, DC. HEATH Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 87
NOTE- 32p.; For the 1985-86 edition, see ED 259 537.
GRANT- G0084C3501
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle N.W., Suite 800, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Disabilities; Federal Legislation; Handicap Discrimination; Hotlines (Public); Legal Aid; Postsecondary Education; *Private Agencies; *Public Agencies; *Resources; Social Agencies
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Education of the Handicapped Act 1970; Rehabilitation Act 1973 (Section 504); Vocational Education Amendments 1976

This resource directory begins with a list of U.S. Department of Education Regional Civil Rights Offices, which offer assistance on legal interpretation of the Rehabilitation Act of 1973 (Section 504), followed by a list of public and private groups providing general assistance to handicapped persons. The third section lists agencies that focus on specific handicapping conditions, including developmental disabilities, hearing impairments, learning disabilities, mobility impairments, psychiatric disabilities, and vision impairments. Organizations dealing with accessibility, legal information, preparation for independent living, and computers, adaptations, and technological devices are also included. A list of other useful directories and publishers is provided, and three major federal laws and amendments affecting the handicapped are summarized (Education of the Handicapped Act, Section 504 of the Rehabilitation Act of 1973, and Vocational Education Act). Each listing includes the organization's name, address, and telephone number and a description of its services. An alphabetical index of were compared to 30 children with diabetes mellitus (DB) and 30 children with no chronic illness. Using a variety of assessment devices, the children were compared on intelligence, academic achievement, attention, memory, perceived competence, and parents' perceptions of child and family functioning. The seizure disorder children scored lower than the other groups on intelligence, reading comprehension, mathematics, cognitive and social competence, and had more school problems (e.g., problems making friends and need for remedial education). On the attention task, SD children performed less well than the others on recall of task-relevant information, while DB children scored higher than the other groups on incidental recall. On the memory task, both the SD and DB children had less effective recall than the control group. Parents' reports showed significant differences on family environment, though all scores were within the normal range. Children's reports of self-esteem and competencies were also all within the normal ranges. (JDD)

ED 288 315
EC 200 789

Schneider, Barry H.; And Others
The Social Adjustment of Gifted Children in Ontario Schools.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.; Social Sciences
  and Humanities Research Council of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-7729-2158-X
PUB DATE- 87
NOTE- 39p.
CONTRACT- 0676
AVAILABLE FROM- MGS Publications Service, 880 Bay St., 5th Floor,
  Toronto, Ontario, Canada M7A 1N8 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Age Differences; Children; Elementary
  Secondary Education; Foreign Countries; *Gifted; Grade 5; Grade 8;
  Grade 10; *Mainstreaming; Peer Acceptance; Self Concept; *Social
  Adjustment; *Special Classes; Student Attitudes
IDENTIFIERS- Ontario

This study examined social and personal concomitants of exceptional academic capability, specifically self-concept, peer acceptance, and attitude toward school, in the context of integrated or self-contained classrooms. The sample consisted of 354 gifted Ontario students from Grades 5, 8, and 10 (150 in self-contained classrooms and 204 in integrated classes), with a control group of 408. Each subject completed an age-appropriate self-report scale of social competence and a rating scale regarding feelings about school. Peer nominations for social competence were also obtained from children in the integrated classes, that is, sample children as well as their classmates. The integrated gifted children at all three grade levels achieved higher scores of academic self-concept than did the children in either the self-contained gifted or the control group. There were few salient differences between the groups in terms of sex, social self-concept, physical self-concept, service delivery professionals from public systems and private service providers. Representatives from the following 13 states were invited to participate: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Included are transcriptions of speeches and panel presentations, a biographical sketch of each speaker, participant worksheets, and conference evaluation responses. Susan DeConcini gave a keynote address titled "Respect: The Key to Successful Parent-Professional Collaboration." Panel presentations dealt with obstacles to parent-professional collaboration and overcoming those barriers by viewing parents as allies of the professionals. Action plans composed of goals, strategies, and obstacles are included for each of the 12 participating states. (JDD)

ED 288 329
EC 201 210

Landry, Susan H.; Chapieski, Lynn
Maternal Attention Directing Strategies and Infants' Response to Toys: Effects of Downs Syndrome and Prematurity.
PUB DATE- Apr 87
NOTE- 6p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; Child Development; *Downs Syndrome; Early Childhood Education; Infants; *Mothers; *Parent Child Relationship; Play; *Premature Infants; Responses; *Toys; Videotape Recordings

The project studied videotaped unstructured play sessions between 16 Downs Syndrome (DS) infants (aged 6 months and 12 months) and their mothers, to investigate the relationship between maternal attention-directing strategies and the infants' response to toys. A comparison group consisted of 16 high-risk premature infants matched by mental and motor age. At 6 months, the DS infants spent more time fixating on their mothers' faces than on toys. The premature infants showed a greater ability to examine more toys with their mothers' help than alone, while the DS infants did not. The study concluded that, to increase DS infants' manipulation of toys, mothers should place toys in the infants' hands rather than just demonstrate, and should maintain the infants' attention to a toy rather than redirect their attention. (Author/JDD)

ED 288 330
EC 201 211

NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Definitions; Elementary Secondary Education; Financial Support; *Gifted; National Surveys; *Program Development; State Aid; State Departments of Education; *State Legislation; State Officials; *State Programs; State Surveys; Statewide Planning; *Talent; Teacher Certification

The results of a 1985 survey of members of the Council of State Directors of Programs for the Gifted are presented. The survey was designed to portray the status of gifted education across the nation. Responses are presented (largely in table form) from members representing 48 states and the District of Columbia on three major topic areas (sample subtopics in parentheses): (1) state level information (specific placement of gifted and talented education in the State Department of Education, responsibilities of state directors, states' definitions, state certification requirements, funding provisions, and requirements for early entrance to school); (2) program information (funding, program models, program standards, most needed improvements, research efforts, provisions for low income and minority students); and (3) special initiatives (state supported summer programs and Saturday/after school programs, teacher training institutes). (CL)

ED 288 344
EC 201 225

Luckner, John L.
Enhancing Self-Esteem of Special Needs Students.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adventure Education; Educational Methods; Elementary Secondary Education; Outdoor Activities; *Outdoor Education; Problem Solving; Risk; Self Concept; *Self Esteem; Special Education; Teaching Methods
IDENTIFIERS- *Special Needs Students

The paper explains why outdoor adventure education programs have been successful in enhancing the self-esteem of special needs students. Such an approach features physically or psychologically demanding outdoor pursuits to provide meaningful challenges through self-discovery and personal growth. Ways in which the program fosters five prerequisites for self-esteem (connection, uniqueness, power, models, and accomplishment) are considered. Based on the success of the outdoor adventure education process, six classroom adaptations are suggested: creating situations that promote disequilibrium, providing experiences using cooperative learning procedures, establishing a peer tutoring program, teaching students

ED 287 979
CE 048 446

Ironside, Ellen M.; And Others
Corporations and Colleges: Developing New Potential and New Purpose.
PUB DATE- Oct 87
NOTE- 27p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Programs; Clerical Occupations; Colleges; *Cooperative Programs; *Dislocated Workers; Educational Cooperation; Employment Practices; Higher Education; *Office Occupations Education; Program Development; *Retraining; *School Business Relationship; *Secretaries

The partnership of IBM, located in Research Triangle Park, North Carolina, and Meredith College, a small women's college, resulted in the Secretarial Transition Training Program. Hiring constraints had created critical shortages in the secretarial skill field. Additional impetus for the development of a transition training program was provided by IBM's full employment practices. When IBM identified surplus manufacturing and materials distribution employees, the corporation made these employees available for placement into other jobs, including entry-level secretarial positions. Two instructors from Meredith College were responsible for the major portion of the curriculum of the program, which was conducted on IBM premises for a period of 10 months. IBM internal business education instructors handled the presentations on IBM systems. The 25 employees who were selected were placed in the program full time and relieved of their previous work assignments. For the first three months students attended classes six hours per day. From the fourth month, program participants spent one week of each month in an internship assignment working with experienced secretaries. Meredith College provided a learning environment that would ease the transition from assembly line to professional office. Its flexibility and sensitivity to adult students also allowed the college to be responsive to the need for changes in the program. (Some program materials are appended.) (YLB)

ED 287 980
CE 048 448

Knott, Christine A.
The Paradox of Empowerment.
PUB DATE- Sep 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Educators; *Adult Learning; *Andragogy; Attitude Change; Behavior Change; Educational Benefits; Foreign Countries; Higher Education; Individual Development; *Outcomes of Education; Personal Narratives; Professional Development; *Self Actualization
IDENTIFIERS- *Empowerment; Knowles (Malcolm S)

This personal narrative recounts the experiences of a group of

ED 287 993
CE 048 761

New Business Perspectives on the Older Worker. Hearing before the Select Committee on Aging, House of Representatives, Ninety-Seventh Congress, First Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-97-328
PUB DATE- 28 Oct 81
NOTE- 100p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Aging (Individuals); *Business; *Employment Practices; Hearings; *Older Adults; *Personnel Policy; *Retirement
IDENTIFIERS- Congress 97th; Older Workers

This document contains testimony from a congressional hearing to explore the latest developments in corporate policies affecting older workers. Testimony includes statements and prepared statements from individuals representing United States corporations, such as Mutual of Omaha Companies; The Aerospace Corporation; ACS America, Inc.; Grumman Corporation; McDonald's Corporation; Ward Howell International, Inc.; and Wm. Wrigley Jr. Company. Other witnesses represent the Institute for Policy and Program Development, Andrus Gerontology Center, University of Southern California; Bureau of Business Research, University of Nebraska; and National Farmers Union. (YLB)

ED 287 994
CE 048 763

Senior Executive Service. Reasons Why Career Members Left in Fiscal Year 1985. Fact Sheet for the Honorable Vic Fazio, House of Representatives.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-87-106FS
PUB DATE- Aug 87
NOTE- 47p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Adults; Career Education; *Government Employees; Individual Characteristics; Job Satisfaction; *Labor Turnover; *Public Agencies; *Public Service; Public Service Occupations; Questionnaires; *Retirement
IDENTIFIERS- *Senior Executive Service

This fact sheet reports findings of an investigation of the reported difficulties experienced by federal agencies in retaining career members of the Senior Executive Service (SES). These responses to a mailed questionnaire are highlighted: (1) the most important reasons for leaving are agency-specific (dissatisfaction with top management, dissatisfaction with political appointees) and government-wide (frustration with proposed and actual changes to compensation, too few bonuses); (2) the least important reasons fall into the same categories as well as a third--job-specific; (3) important reasons for leaving tended to be agency-specific; (4) patterns emerged in the reasons given for leaving when they were grouped according to how SES members left; (5) a majority of SES

ED 288 022
CE 048 886

Langford, Carolyn
CHOICE (Considering Honest Options in Career Exploration).
Jonesboro School District 1, Ark.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Exploration; *College Programs; *Educational Opportunities; *Employment Opportunities; Grade 11; Grade 12; High Schools; Learning Activities; Learning Modules; *Military Service; Self Evaluation (Individuals); *Vocational Education

The Considering Honest Options in Career Exploration (CHOICE) program is a career decision-making plan designed to assist counselors and teachers in helping high school juniors and seniors develop specific written career plans that they can implement after high school. This guide includes an overview of CHOICE and three CHOICE learning modules. The introductory section explains the purpose of CHOICE, its objectives, the results or benefits that can be expected from using the program, considerations in planning a CHOICE program and in selecting personnel, and lists of facilities and supplies required when implementing the program. The first module, on self-appraisal, deals with values, goals, interests, aptitudes and abilities, and personality types. Postsecondary education and training, labor force, and military training options are examined in the plan of action module. The third module, which covers employability skills, includes sections on job leads, application forms, letters of application, resumes, and employment interviews. Each module includes instructional text and student activities. (MN)

ED 288 023
CE 048 887

Andrew, Dean C.
An Evaluation Study of the Performance Based Teacher Education Program in the Arkansas Vocational-Technical Schools.
Educational Planning and Evaluation Services, Magnolia, Ark.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jun 87
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competence; *Competency Based Teacher Education; Course Content; *Inservice Teacher Education; *Learning Modules; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Teacher Attitudes; *Vocational Education Teachers
IDENTIFIERS- *Arkansas; National Center for Research Vocational Education; *Performance Based Teacher Education Program

The use of performance-based teacher education (PBTE) learning packages for inservice teacher training of vocational education teachers in Arkansas was evaluated. The study sought to determine what teaching competencies vocational-technical teachers have mastered since the PBTE program began five years ago, to what extent vocational teachers are using the teaching competencies they mastered, and how the vocational-technical teachers feel about the PBTE professional development program. The evaluation strategy

ED 288 050
CE 048 945

Disasters and Development: A Peace Corps Pre-Service Training Module. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-18.
INTERTECT, Dallas, TX.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jul 84
NOTE- 211p.
CONTRACT- PC-383-1017
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Developing Nations; Educational Resources; *Emergency Programs; Foreign Countries; Learning Modules; Lesson Plans; *Natural Disasters; Postsecondary Education; Rescue; Safety; Teaching Methods; Units of Study; Volunteers; *Volunteer Training; Workshops
IDENTIFIERS- *Peace Corps

This training module was developed for Peace Corps trainers overseas. It sets out step-by-step procedures for conducting a two-session introductory training program about natural disasters and their effects on development. The module uses four methods to provide trainees with a fundamental awareness of natural disasters and the roles Peace Corps volunteers can play: lecturettes, case study/play, structured group discussions, and handouts of printed reference materials. The module is organized in two parts. The first part describes the module and provides an assessment form. It also contains eight supplemental trainer references (information sheets). The second part of the module summarizes the module and provides information on conducting two training sessions on natural disasters and the role of Peace Corps volunteers in disaster mitigation and preparedness. Case studies, handouts, and assignments are included. Nine participant references (information sheets) are also included in this section. (KC)

ED 288 008
CE 048 833

Your Invitation to Success. Dropout Outreach Pilot Project. Final Report.
Los Angeles Unified School District, CA. Div. of Adult and Occupational Education.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Competency Based Education; *Counseling Services; *Dropout Programs; Flexible Scheduling; Individualized Instruction; Nontraditional Education; Open Enrollment; *Outreach Programs; *Pilot Projects; *Student Recruitment
IDENTIFIERS- *Los Angeles Unified School District CA

During the 1984-1985 school year, a pilot dropout outreach program was instituted by the Los Angeles (California) Unified School District's Division of Adult and Occupational Education in cooperation with the senior high schools division. Dropouts from the 1983-1984 school year were identified and were sent personal letters inviting them to return to the local community adult school, regional occupational center, or skills center to earn a high school diploma or to obtain job training. The initial mailing included a personal letter in English and Spanish, a brochure, and a postcard. Press conferences were held to coincide with each mailing, and separate follow-up mailings were sent to those who returned the postcard and to those who did not respond to the first mailing. Special counseling assistance was provided for students who responded to the mailings including discussion of opportunities for open enrollment, individualized competency-based learning programs, and flexible scheduling. Of 1,256 individuals to whom the initial mailing was sent, 215 (about 20 percent) responded positively to the invitation to return to school. The cost of the effort (not counting the time of regular division personnel) was $17.50 per student for recruitment and $100 per student for recovery. (Appendixes, comprising more than half the document, include samples of the letters, brochures, and postcards sent in the initial and follow-up mailings and examples of newspaper coverage of the project.) (MN)

ED 288 009
CE 048 834

Inglis, Paul
Promoting Positive Learning Attitudes: Adult Learning Provisions, Demographic Characteristics and Previous Learning Experiences as Predictors of Positive Affective Development by External Students.

ED 288 037
CE 048 932

America's Training Needs. Hearing on Reviewing the Subject of Training and Retraining of American Workers before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-164
PUB DATE- 6 Mar 87
NOTE- 300p.; Portions contain small/marginally legible print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Dislocated Workers; Educational Legislation; *Educational Needs; Educational Policy; *Employee Assistance Programs; Employment Services; Federal Legislation; Hearings; Job Training; Models; *Outplacement Services (Employment); Policy Formation; Postsecondary Education; Program Content; *Program Implementation; Public Policy; *Retraining; Unions
IDENTIFIERS- Congress 100th; *United Steelworkers of America

This congressional report contains the testimony that was given at joint hearings to debate the passage of the Economic Dislocation and Worker Adjustment Assistance Act. The report contains testimony that was given by representatives of the following agencies and organizations: the American Society for Training and Development; the United Auto Workers; the United Steelworkers of America; the Department of Labor's Task Force on Economic Adjustment and Worker Dislocation; Motorola, Inc.; and Diamond-Star, Inc. Also included in the report are three articles, "The Renewal of Leadership" (Robert W. Gavin), "How to Build an Auto Worker. The Japanese Blueprint for Illinois Car Plant" (Cindy Richards), and "GM, Union Learn a Lesson on Retraining" (Stephen Franklin), and an 87-page program guide/directory that outlines the United Steelworkers of America's worker assistance program. The guide summarizes the five principles underlying the program, explains the components of the program's comprehensive employment assistance center model (including ongoing outreach and recruitment, self-help reemployment assistance, efforts to cultivate "worker ownership" of the program, worker tracking, individual counseling, basic and remedial education services, emergency and humanitarian assistance, and possible variations in services), describes the project development process, discusses various policy advocacy issues, and describes the services available through the union's district assistance programs. (MN)

ED 288 064
CE 048 968

Kaplan, Dorothy J.
Customized Job Training for Business and Industry: A How-To Approach.

PUB DATE- Oct 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Continuing Education; *Course Content; *Course Organization; Extension Education; Guidelines; Industrial Training; *Job Training; *Marketing; Postsecondary Education; Program Development; Program Implementation; School Business Relationship; *Staff Development
IDENTIFIERS- *Customized Job Training; *Northampton County Area Community College PA

This document is a short guide to developing and marketing a customized job training course for business and industry. Aimed at administrators/teachers in colleges or universities, the plan covers three main topics: marketing, program design and operation, and on-campus presentations. The marketing section explains how to create a marketing campaign, including making a list of potential contacts, writing letters, making telephone calls, and meeting with potential clients. Information covered in the program design and operation section includes identifying and contacting potential instructors, designing the program, submitting the proposal to a company, and arranging and conducting the program. The on-campus presentations section contains pointers for attracting various groups and maintaining good personal relations within the college. Samples are provided of a contact letter and a course organization checklist. Information on continuing education requirements for various professions is also provided. (KC)

of agriculture and agricultural programs on society), leadership (Future Farmers of America, leadership development, the supervised occupational experience program), agribusiness (leadership, working in agribusiness, sales and service skills, distribution and marketing, management, records and procedures), mechanics (shop management and safety, drawing and sketching, use of hand tools, hardware, basic carpentry and construction, hot metal skills, cold metal, welding, tractor and machinery operation and safety, basic electricity, small gas engines), animal science (livestock selection, management, feeding, health and care), and plant science (plant growth and reproduction, soils, soil conservation, fertilizers, field crop management, range management, horticulture, crop pest management, chemicals). Each unit consists of a list of performance objectives and a listing of selected references. (YLB)

ED 288 077
CE 049 020

Levine, Marjorie; Martin, Marlys
Montana Vocational Home Economics Comprehensive Introductory Units, Level I.
Montana State Univ., Bozeman. Dept. of Home Economics.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- Mar 87
NOTE- 350p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Planning; Careers; *Child Caregivers; Child Development; *Clothing Instruction; *Consumer Education; *Family Life Education; *Foods Instruction; Home Furnishings; Housing; Introductory Courses; Learning Activities; Nutrition Instruction; *Occupational Home Economics; Reference Materials; Secondary Education; State Curriculum Guides; Statewide Planning; Textiles Instruction

This guide is designed to provide an overview of the total curriculum for Level I Home Economics. Three scope and sequence options and block plans for periods that are 9, 18, and 36 weeks in length are suggested. The six subject areas (and concept areas) are child development (child as individual, babysitting, job skills), clothing and textiles (buying and selecting ready-to-wear, construction, clothing care, careers), consumer education (management and making decisions, consumer skills, create a job), family life (discovering self; values, standards, goals; adolescence; family; peers and pressures; abuse; careers), food and nutrition (kitchen skills, food preparation skills, careers), and housing and home furnishings (influences on housing, personal living space, careers). Each section begins with an overview of competencies, concepts, and objectives within that section. For each objective, the following materials are provided: learning activities and resources, further activities, references, and duplicating masters for handouts, informative material, and program--not contained in this document--is designed to introduce decisions made by marketing managers during the implementation phase of marketing.) Part A describes the program in terms of subject area (marketing, decision making, promotion) and hardware requirements (IBM PC), indicates its suitability for use as a tutorial in adult and higher education, lists supporting materials (learning guide), and gives a time estimate (7 hours). Availability information includes backup policy and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. This program received ratings of yes for subject matter, technical presentation, student interaction, documentation, and work behaviors and somewhat for program interaction and student evaluation. Program strengths include good menu structure, ease of use, and variety in testing. Reviewers suggested more use of graphics, linking summary, and more hints for incorrect answers. The program is recommended for supplementary use for owner-managers and marketing managers. (SK)

ED 288 091
CE 049 068

Worts, Nancy; And Others
The Interior Design Simulator. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 16 Aug 87
NOTE- 9p.; For the basic evaluation form, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Simulation; *Computer Software Reviews; *Courseware; *Furniture Arrangement; Home Economics; Instructional Material Evaluation; *Interior Design; Secondary Education

This courseware evaluation rates the Interior Design Simulator program developed by Orange Juice Software Systems. (This program--not contained in this document--allows the user to design a room of any shape with maximum dimensions of 14 x 26 feet.) Part A describes the program in terms of subject area (furniture arrangement) and hardware requirements (Apple II series), indicates its suitability for use as a tutorial or simulation for grades 9-12, and gives a time estimate (30-45 minutes). Availability information includes cost ($50.00), preview policy (30 days), and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. The program was rated yes for subject matter and somewhat for technical presentation, student and program interaction, student evaluation, documentation, and work behaviors. Strengths include good simulation of furniture arranging, but

Densmore, Roxanne T.
Carpentry, Culinary Arts Instructor Guide and Curriculums. Bilingual Vocational Education Program.
Crownpoint Inst. of Technology, NM.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 369p.
GRANT- G008620033
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Education; Behavioral Objectives; *Bilingual Education; *Carpentry; Competency Based Education; *Cooking Instruction; Language Skills; Learning Activities; Lesson Plans; Mathematics Skills; Occupational Home Economics; Student Evaluation; Student Placement; Trade and Industrial Education; *Vocational English (Second Language)
IDENTIFIERS- *Navajo (Nation)

This guide is intended to assist vocational English as a second language (VESL) instructors in teaching courses in carpentry and the culinary arts to residents of Navajo reservations. The first section outlines the rationale and content of the two training programs as well as the basic VESL objectives that they seek to address. The next section, a VESL learning guide, discusses the main principles of the ESL method, learning characteristics of ESL students, the ESL learning environment, curriculum development, teaching techniques (including survival and competency-based methods, the notional-functional approach, use of the world outside the classroom, and total physical response), student assessment, and placement levels. Educational goals and curriculum design are covered next. The carpentry curriculum includes 25 units that are intended to provide students with hands-on and classroom instruction in the identification, proper handling, care, and maintenance of trade tools and equipment; the fundamental processes and techniques of the carpentry trade; applicable codes and safety practices; and blueprint reading and job estimation techniques. The culinary arts curriculum teaches professional cooking skills in a 43-week, 40-hour-per-week program that includes 215 hours of culinary arts instruction, 42 hours each of classroom English and basic math, and 1,421 hours of programmed kitchen laboratory instruction. Both curricula include behavioral objectives, instructional outlines, learning activities, and quizzes. A bibliography of additional resources is included. (MN)

ED 288 105
CE 049 169

Spencer, Dorothy
The New Jersey Cooperative Home Economics Education Handbook. Part A: The Administration.
New Jersey State Dept. of Education, Trenton. Div. of Vocational

and a 12-month post-discharge patient follow-up questionnaire. The results indicated that the treatment approaches used were effective in providing a high rate of abstinence (between 53% and 86%) and improved self-perceived quality of life. Alcoholics Anonymous attendance, family/significant other involvement, and outpatient follow-up treatment participation were consistent predictors of abstinence. Several groups of patients were found to have benefited less from treatment than others: women, persons younger than age 40 or older than age 60, persons with concomitant psychiatric diagnoses, and persons without marital stability. These findings suggest the need for treatment changes and further research, which are now being implemented. (Author/NB)

ED 288 118
CG 020 291

Clark, Kathryn A.; Scheuermann, Tom
Legal Rights of College Students: A History of Cases, Controversies and Court Decisions.
PUB DATE- Mar 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Court Litigation; Due Process; Freedom of Speech; Higher Education; *History; *Legal Problems; Privacy; Search and Seizure; *Student Rights

The legal rights of college students have changed substantially over the years, particularly during the 20th century. This paper provides a historical sketch of student rights, including a listing of significant events and cases, from the founding of Harvard College in 1636 to the bicentennial of the Constitution and the 50th anniversary of the Student Personnel Point of View in 1987. Key legal issues and the court decisions that stemmed from them are presented. Student rights in the areas of due process, freedom of expression, search and seizure, and privacy are outlined chronologically. The paper includes a brief introduction, a historical timeline, a listing of the most significant and interesting cases, a bibliography, and a legal rights "quiz." The appendix contains a copy of the Joint Statement of Rights and Freedoms of Students. (Author)

ED 288 119
CG 020 292

analogues of depression. This study evaluated the effectiveness of the Velten depression mood induction (VMI) procedure and a personal recall depression induction (PRI) procedure. In contrast to prior research, mood was assessed in terms of two independent dimensions: positive affect and negative affect. College students (N=31) were assigned to one of two groups. Group I completed the VMI and then, one week later, completed the PRI. Subjects in Group II participated in the PRI first and the VMI one week later. Subjects completed the Mood Checklist and were assessed at three points (preinduction, immediately postinduction, and one hour after induction). Analyses showed that both mood induction procedures were equally effective. Significant differences were found, however, for the two affect dimensions with positive affect more reactive than negative affect at the immediate posttest and one hour posttest assessments. These results clearly support the importance of the positive affect dimension in the study of depression. (Author/NB)

ED 288 133
CG 020 306

West, John D.; And Others
The Counselor's Role in Community Mental Health.
PUB DATE- 23 Apr 87
NOTE- 17p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; *Counselor Attitudes; *Counselor Characteristics; Counselor Role; *Evaluation Methods; Mental Health; *Psychological Testing; *Test Use
IDENTIFIERS- *Community Counselors

The Community Counseling Appraisal Survey was completed by 743 members of the American Association for Counseling and Development who identified their primary professional activity as counselor and who indicated their employment setting to be other than school or higher education. The purpose of the study was to: (1) provide a description of community counselors from various perspectives; (2) describe the frequency and nature of standardized instrument usage by practicing community counselors; (3) inform those responsible for shaping the profession via the development of standards and curricula; (4) highlight identity and role issues faced by the profession; and (5) inform practicing community counselors about the work of fellow professionals. Survey results are presented in tabular form in 16 data tables. (NB)

Mercier, Joyce McDonough; And Others
Women's Issues.
PUB DATE- Nov 86
NOTE- 23p.; Paper presented at the Annual Scientific Meeting of the
  Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Aging (Individuals);
  Attitudes; Change; *Females; *Nuns; *Older Adults; *Retirement

Regardless of their marital status earlier in life, most women can expect to be single for some of their old age. In addition, older single women often have reduced resources. Many women now face situations unlike their expectations when they chose their life courses. Such a situation is shared by a unique community of Catholic sisters. Changes in the church since 1965 and societal changes resulting in fewer women entering religious life could not have been anticipated by older church members. Members (N=431) of one Catholic congregation of sisters completed questionnaires on change; attitudes toward work, aging, and retirement; life events; and resources. Personal interviews were conducted with 30 of the sisters. The results indicated that the respondents dealt with issues facing many older women today and affecting more women in the future. All sisters had had a continuous work history prior to retirement. While some respondents had held professional positions, others held nonprofessional jobs. Wages had been low and subjects were financially ill-prepared for retirement. With decreasing numbers of new members to provide security to old members, the expected care may not be available when needed. The findings suggest that experience with change through the life cycle facilitates retirement and aging adjustment. Far from being at the mercy of institutional and societal change, these women instead provide a model of successful aging. (Author/NB)

ED 288 149
CG 020 322

Paterno, JoAnna; And Others
Children's Identification of Stress Related Factors and Coping
  Strategies.
PUB DATE- 29 Jun 87
NOTE- 18p.; Paper presented at the Annual American School Counselor
  Association Elementary/Middle School Guidance Conference (Columbus,
  OH, June 28-July 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Coping; Elementary Education; *Middle
  Schools; *Primary Education; *Stress Variables; *Student Attitudes;
  *Student Behavior

Although many educators believe that children are under stress, formally testing children for stress and coping is very difficult.

Massachusetts State Dept. of Correction, Boston.
REPORT NO.- 14,910-144-250-07-07-87
PUB DATE- Jun 87
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; Alcoholism; *Correctional Education; Correctional Rehabilitation; Drinking; *Outcomes of Treatment; *Prisoners; *Program Effectiveness; *Recidivism
IDENTIFIERS- *Drinking Drivers; Massachusetts

In March of 1985, the Massachusetts Department of Correction opened Longwood Treatment Center, the state's first minimum security prison designed exclusively to detain and provide alcoholism education and treatment to multiple drunken driving offenders. A process evaluation of the program revealed that the program was implemented as planned and served the intended target population. Preliminary outcome measures revealed that 6% of program participants were returned to prison within one year of release, compared to a department wide recidivism rate of 25% and to a rate of 19% for other low security institutions similar to Longwood. Issues raised from the evaluation resulted in recommendations that aftercare services be strengthened, counseling and correction staffs be restructured, and operating costs be reevaluated. The findings suggest that the program was effective in reducing recidivism among multiple drunk drivers and in impacting on offenders' alcoholic behaviors. This evaluation report of the Longwood Program includes an overview of the program and sections on research methodology, historical developments, the program philosophy, the population served, a description of the program in operation, outcome measures of program effectiveness, a program cost analysis, and conclusions and recommendations. (Author/NB)

ED 288 163
CG 020 337

Diedrick, Patricia
Gender Differences in Reaction to Divorce.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Divorce; *Emotional Adjustment; Emotional Response; Helping Relationship; *Marital Satisfaction; *Self Esteem; *Sex Differences; *Social Support Groups; Stress Variables

It is well documented that women experience more stress than do men prior to the decision to divorce, but that women experience less stress, and better adjustment in general, than do men after divorce. Three possible reasons for why women fare better than men have been suggested. First, women are more attuned to relationships, and relational difficulties, than are men. Women are likely to notice marital problems which cause stress and to feel relief when such problems end. Second, women are more likely to

Instruction; *Reading Processes; *Reading Readiness; Reading
Research; Teaching Methods
IDENTIFIERS- Israel

A comparative analysis evaluated three studies that dealt with the differences among five-year-olds that should be considered before reading instruction is initiated in kindergarten. The premise of the comparison was that children from different countries (especially Israel, where these studies were conducted), have different abilities, react differently to reading instruction (sometimes bright children are late readers, for example), and differ in the acquisition of skills in the reading processes. Two of the studies, by Moshe Kochba and Sara Smilansky, examined and reinforced the efficiency of early reading through actual reading instruction, while the third study by Yaacov Rand concluded only that the regular process of acquisition of the Hebrew basic lexical skills can be started earlier than the age of six. Analysis of the studies' findings suggests that unanswered questions about reading instruction in kindergarten remain. Specific and differentiated reading readiness programs may be more effective than a general approach to early formal reading. Such a program could serve as a diagnostic tool to detect special needs of children who could be helped by a closed attached accompanying readiness program linking readiness and reading skill. It would also be preferable to involve parents of all five-year-olds in a specific readiness program rather than in assisting formal reading instruction. (References are attached.) (NKA)

ED 288 178
CS 008 928

Pahl, Michele M.
The Role of Story Schema in Comprehension: A Teacher's Perspective of the Research and Educational Implications.
PUB DATE- May 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; Elementary Education; Listening Skills; Models; Reader Text Relationship; Reading Ability; *Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Research; Reading Writing Relationship; Recall (Psychology); *Schemata (Cognition); *Story Grammar; *Writing Instruction
IDENTIFIERS- *Story Schema; Story Structure

Proceeding from a definition of "story schema" as an idealized internal representation of the parts of a typical story and the relationships among those parts, this paper explores the role of story schemata in reading comprehension. The paper also identifies variables that may affect the way in which schemata function and outlines the instructional implications of story schemata theory. Following an introduction, the paper examines several story grammar models (story grammar refers to the structure of the text being

Thinking Happens in the Head.
PUB DATE- 10 May 87
NOTE- 20p.; Paper presented at the Meeting of the Association of American Publishers (Arlington, VA, May 10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Environment; Cognitive Style; Content Area Writing; Elementary Secondary Education; *Experiential Learning; Reading Writing Relationship; Relevance (Education); *Student Attitudes; Teacher Role; Teaching Methods; Textbook Content
IDENTIFIERS- Writing to Learn

Students are most likely to retain information presented in the classroom when it is made meaningful and personal to them. Strategies for immersing students in a subject can include, for example, holding an authentic style Roman feast for a Latin class, letting students hold their own "town meeting" and discuss current issues to learn about town meetings of past years, or writing on the computer to learn about word processing. Students will also become more enthusiastic about learning if they are offered a choice of what they can study. For instance, they can choose among 50 states to report on, or select their own topic to write about, or choose to be a particular townsperson in the American Revolution and report their feelings as that character. The use of stimulating textbooks and materials, rather than the "dumbed down" textbooks currently offered by the publishing industry will motivate students and foster better thinking. Such strategies will ensure that information "comes alive" in students' heads, and will make learning personally meaningful, self-generated, social, and stimulating. (JC)

ED 288 192
CS 210 842

Kellogg, Robert; Rawlings, Hunter
Letters Program Review: Consultants' Report and Recommendations.
State Univ. System of Florida, Tallahassee.
PUB DATE- Jul 87
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); *Classical Literature; College English; Curriculum Development; English (Second Language); *English Instruction; Higher Education; *Liberal Arts; Program Design; Program Effectiveness; *Program Evaluation; *Teacher Education; Undergraduate Study
IDENTIFIERS- *State University System of Florida

Noting the recent massive effort on the part of the State University System in Florida to improve instruction in English and the Classics, this document reviews that system's Letters Program. Following a brief introduction, the first section offers information on how the report was compiled, and summarizes findings

AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Learning Disabilities; Reading Comprehension; Reading Skills; *Reading Writing Relationship; Small Group Instruction; Teacher Attitudes; *Teacher Role; *Teacher Student Relationship; Teaching Methods; Textbook Evaluation; *Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Readiness; Writing Skills

Written by teachers of elementary school students, the 30 articles in this collection are designed to provide insights into the way children learn to write and to encourage teachers to examine their own theories and perceptions of writing and writing instruction. The articles are grouped in six sections, covering beginning writing, collaborative learning, the reading writing relationship, student assessment, textbook selection, and teacher's role. The essays and their authors are as follows: (1) "A Child Composes" (Kathy Matthews); (2) "Labeling to Beginning Narrative: Four Kindergarten Children Learn to Write" (Judith Hilliker); (3) "Oscar's Journal" (Siusan S. Durst); (4) "Reading to Mr. Bear" (Elizabeth Chiseri-Strater); (5) "The Rhythm of Writing Development" (Ellen Blackburn Karelitz); (6) "Beyond Storyland: Young Writers Can Tell It Other Ways" (Sandra Bonin); (7) "Second-Graders Can So Write" (Victor D'Ambrosio); (8) "Six Questions Teachers Ask about Invented Spelling" (Susan Sowers); (9) "The Writer's Chart to Discovery" (Joan Simmons); (10) "Letting Children Lead the Way" (Sharron Cadieux); (11) "Squeezing from the Middle of the Tube" (Susan B. Bridge); (12) "Note Writing: A Neglected Genre" (Ellen Blackburn Karelitz); (13) "A Special Writer at Work" (Nancie Atwell); (14) "Reflect, Expand, Select: Three Responses in the Writing Conference" (Susan Sowers); (15) "Children Responding to Children: Writing Groups and Classroom Community" (Suzanne Brady and Suzanne Jacobs); (16) "Young Writers as Critical Readers" (Thomas Newkirk); (17) "The Write Way to Read" (Paula Flemming); (18) "A Writer Reads, a Reader Writes" (Mary Ellen Giacobbe); (19) "The Written Report: Old Wine in New Bottles" (Jack Wilde); (20) "The Fox in Possum's Clothing: The Teacher Disguised as Writer, in Hot Pursuit of Literacy" (Mem Fox); (21) "Reading and Talking: 'Special' Readers Show They Know" (Susan Stires); (22) "Using Writing Folders to Document Student Progress" (Anne Bingham); (23) "Send Your Writing Folders Home" (J. Timothy Rynkofs); (24) "Making the Grade: Evaluating Writing in Conference" (Nancie Atwell); (25) "The Bundle" (Hasse K. Halley); (26) "Choosing a Language Arts Textbook" (Mary Ellen Giacobbe); (27) "How To Cover a Language Arts Text: Sit on It" (Carol J. Brennan); (28) "Time and the Taking of It" (Deborah Sumner); (29) "Split Images: Teacher and Learner" (Marna Bunce); and (30) "Safety" (Elizabeth Parillo). A selected bibliography compiled by Ruth Hubbard is included. (JG)

REPORT NO.- ISBN-0-944811-00-0
PUB DATE- 87
NOTE- 74p.
CONTRACT- 400-86-0045
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($8.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Arbitration; Communication Research; *Communication Skills; *Conflict Resolution; Ethics; Individual Characteristics; *Interpersonal Relationship; Learning Activities; Speech Communication; Theory Practice Relationship; Training Methods
IDENTIFIERS- *Mediation Techniques; *Mediators

Because the intervention of a neutral third party is currently gaining favor as an alternative form of dispute resolution, this book explores the process of mediation in the context of managing struggle and examines some of the characteristics of mediators, their training and ethics, and the techniques and skills of good mediation. The theory section of the book contains three chapters dealing respectively with basic concepts and contexts, origins and development of mediation, and the mediator. The chapters in the section on practice are as follows: (1) "The Mediator in Action"; (2) "Phases in the Mediation Process"; (3) "Mediator Behaviors: Relationships, Processes, and Strategies"; (4) "Power and the Mediator"; (5) "You Are the Mediator: A Summary of Suggestions"; and (6) "Helping the Parties Use Mediation." The five appendixes include simulated cases for mediation, mediation analysis and evaluation forms, special exercises for mediators-to-be, a section on special projects, and a sample agreement between parties coming to mediation. Eighty-one references are included. (SKC)

ED 288 220
CS 505 798

Carey, Joyce; Rodier, Robin
Judging the Judges: A Content Analysis of Interpretation Ballots.
PUB DATE- 5 Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Communication Research; *Competition; Content Analysis; Evaluation Criteria; *Judges; *Oral Interpretation; *Performance Factors; *Persuasive Discourse; Speech Communication; *Student Evaluation; Verbal Communication

To analyze the usefulness of forensics judges' written comments and to understand how to improve ballots, a content analysis of 175 ballots from schools in a competition district was conducted.

force, and quality of support services. Concerns about the status of instructional resources are expressed. "Context," the third section, compares state survey findings with national indicators that reflect the status of school environment, special need requirements, and public attitudes toward schools. The final section, "Program and Policy," provides comparative data and descriptive information about educational opportunities. Course offerings, dropout prevention, and provisions for academic diversity are examined. Appended materials offer 20 reference notes, names of committee members, and tables of comparative test scores. (CJH)

ED 288 233
EA 019 675

Freiberg, H. Jerome; And Others
Improving the Quality of Student Teaching.
PUB DATE- Feb 87
NOTE- 18p.; Based on paper presented at the National Meeting of the Association of Teacher Educators (Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Feedback; Field Experience Programs; Higher Education; Secondary Education; *Self Evaluation (Individuals); *Student Teachers; *Supervisors; *Teacher Supervision

Providing effective feedback and supervision for student teachers is an important area of concern. The two primary sources of feedback, the cooperating teacher and the university supervisor, are somewhat limited in scope. At the same time, various approaches used successfully with experienced classroom teachers have been rarely tried with student teachers. This paper describes a 1986 pilot study with 20 secondary student teachers assigned to three groups to examine the efficacy of three training approaches. (1) The control group received ordinary supervisor feedback. (2) The "experimental feedback" group received feedback from a classroom analysis scheme--the Stallings Observation System (SOS). (3) The "experimental seminar" group also received feedback from the SOS, but with guidance and seminar discussion on how to use it for self-improvement. This group also learned to use the Low Inference Self-Assessment Measure. Research results indicate that student teachers in the experimental (third) group improved their teaching in desired directions, exhibiting more interactive teaching behaviors and fewer organizing statements and off-task behaviors, whereas the first and second groups generally did not improve their teaching behaviors. Also, the first and second groups had similar profiles that differed markedly from those of the experimental group. The results indicate that the combination of systematic feedback from a classroom analysis system, self-analysis, and collegial feedback and support is effective for improving student teachers' classroom instruction. A more difficult problem is providing student teachers with sufficient opportunity to practice on carefully constructed seven-member teams representing various school levels. Each team made a series of "round robin" visits to team members' schools, followed by cluster meetings comprised of three teams each to debrief the visits and discuss related matters. These visits were informal and nonevaluative, with the agenda set by the host principal. At least 75 percent of the principals are active participants. Cluster meetings elicited mutually supportive comments and validated the peer team approach to sharing and collegiality. Included are nine references. (MLH).

ED 288 246
EA 019 724

A Narrative Description of the State Aid Formula, 1987-88 Distribution.
South Dakota State Dept. of Education and Cultural Affairs, Pierre.
PUB DATE- Jul 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assessed Valuation; Definitions; Educational Equity (Finance); Elementary Secondary Education; Equalization Aid; Expenditure per Student; Finance Reform; Public Schools; *School District Spending; School Taxes; Special Education; *State Aid; *State Legislation; *State School District Relationship; Tables (Data); Tax Rates
IDENTIFIERS- *South Dakota; *State Aid Formulas

The Foundation Program, revamped by the 1986 South Dakota legislative session, provides a method of determining the state aid support to school districts. In addition, state aid is provided for separate special education funding and for tuition incentive funding. The latter provides up to 3 years of state aid, both for contracting high school students to another district and for situations in which a school district dissolves and attaches to another school district. The combined methodologies for determining the amount due each school district are called the "State Aid Formula." This narrative describes the basic stages in determining the total state aid due each district and explains the statute that provides the step's authorization. It is stated that if this document is updated at the end of each legislative session, it will remain a current interpretation of the state aid process. Equalization is the primary thrust of state aid, and the formula recognizes that it generally costs more per pupil for a small district than for a larger district. There is also a levy adjustment to allow the state demand, as calculated, to coincide with the funds appropriated by the legislature. The report concludes with over four pages of definitions of variables. (MLF) concludes with suggested safety committee activities in the areas of building and grounds inspection; accident review and analysis; review of physical education programs; and the establishment of safety training, awards, and publicity. (MLF)

ED 288 259
EA 019 765

Personnel Development for School Improvement, 1985. Suggested Personnel Policy Guidelines for School Districts.
Oregon Council for Continued Professional Development.; Oregon State Dept. of Education, Salem.
PUB DATE- Jun 85
NOTE- 31p.; Publication prepared by the Personnel Management Advisory Committee.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary Education; *Guidelines; *Personnel Policy; School Districts; *School Personnel; *Staff Development; Teacher Administrator Relationship; Teacher Improvement
IDENTIFIERS- *Oregon

Staff development is a requirement adopted by the Oregon Board of Education in the elementary/secondary standards as well as in state statutes. The purpose of these guidelines is to assist local Oregon school districts' board members and administrators in meeting staff development needs. The contents are suggestions; final responsibility for interpretation and application rests with local administrators. Major conditions that must be addressed in staff development programs are the needs of the individuals as they work toward their personal goals, and the needs of the districts as they work to develop greater excellence. This publication considers (1) the roles of the board and administrators; (2) basic guidelines to be considered; and (3) wellness of employees. The guide concludes with instructions to districts to institute an evaluation plan for their staff development programs. Appendices contain applicable statutes and rules, definitions, a sample model policy for a staff development program, a brief bibliography, sources of assistance, and a checklist for evaluating the staff development plan. (MLF)

ED 288 260
EA 019 767

Matthews, Kenneth M.
Field Based Preparation for Leadership Personnel.
PUB DATE- 87

team, and visual efficiency training. Course descriptions are presented for English, social studies, mathematics, science, business education, industrial technology, and music. Also included are descriptions of classes in such other topics as home economics/daily living, braille, and orientation and mobility. (CL)

ED 288 273
EC 200 592

Waukesha Delivery Model: Providing Occupational/Physical Therapy Services to Special Education Students. Procedures Manual. Revised. Bulletin No. 7339.
Waukesha County Exceptional Education Cooperative, Waukesha, WI.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Mar 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Certification; *Delivery Systems; *Disabilities; Elementary Secondary Education; Individualized Education Programs; Occupational Therapists; *Occupational Therapy; Physical Therapists; *Physical Therapy; *Program Development; Referral; School Health Services; *Staff Role; Student Evaluation

The manual describes policies relating to the roles and contributions to special education of occupational and physical therapists. Following a summary of certification requirements, the therapists' roles in a school setting are examined. Conceptual roles are outlined for decision making, program management, liaison, support/resource/consultation, and education. Similarities in the roles of occupational and physical therapists are noted and specific responsibilities for each are discussed. Guidelines are offered to help educators clarify occupational and physical therapy when services are appropriate/needed. A service delivery model is set forth which emphasizes change in functional abilities and rapidity of change. For each of four levels of service, the purpose of intervention, intensity of service, and the personnel responsible for delivery of services are described. Examples of delivery model levels are provided, as are a list of service delivery methods and resource alternatives within the school and the community. Referral procedures are detailed. A section in which assessment and evaluation methods and tools are reviewed is followed by a section on program planning. The final section focuses on documentation and includes sample general administrative forms and discretionary forms. (CL)

ED 288 274

compared with those who did not achieve and/or maintain it. Tables present data and cross tabulations on age at entry to program, type of disability, presence of dual diagnosis, ethnicity, length of attendance, status at termination, and living situation before, during, and after participation. The programs were found to be reasonably effective in training individuals with developmental disabilities to live independently, but the small sample size diminished the ability to draw conclusions about the correlation of specific characteristics with success or failure. Appendices include copies of survey instruments and overall tallies of the data. (VW)

ED 288 288
EC 200 759

Rockwell, Gwen; And Others
Cooperative Education: A Transition Option for High School Youth with Disabilities--A Literature Review and Empirical Study of Cooperative Education Programs in Washington State.
Washington Univ., Seattle.
PUB DATE- [86]
NOTE- 141p.; Prepared by the Commission for Vocational Education. Funds were made available under the Job Training Partnership Act, Employment Security Department, and the Commission for Vocational Education. Portions contain small/light type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Education; *Disabilities; *Education Work Relationship; High Schools; Job Placement; Student Participation; Teacher Attitudes; Teaching Methods; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Washington

A collaborative study surveyed cooperative vocational education teachers (N=59) and secondary special education teachers (N=16) from metropolitan, urban, and rural school districts in Washington State regarding (1) the number of physically or mentally disabled youth who are enrolled in and placed on jobs from cooperative education classes; (2) their perception of the barriers to the participation of disabled students in such classes; and (3) vocational educators' perceptions of their own levels of implementation of legally mandated or professionally recommended practices. Questions regarding barriers were also addressed to employers, parents, and disabled youth. Six related studies investigated the relationship between enrollment and job placement outcomes for high school youth who had been assessed eligible for special education and programming practices, teacher in-service hours, and population density. Tables present detailed cross-tabulations of the survey findings. The research results, analyses, and recommendations provide the basis for the Vocational Education Support Team model, designed to increase enrollment and employment of disabled youth in cooperative vocational education organization names provides access to the directory's contents, and a list of toll-free telephone helplines concludes the directory. (JDD)

ED 288 301
EC 200 772

Oliphant, Peter S.; And Others
Programs for Preventing the Causes of Mental Retardation.
New Jersey Association for Retarded Citizens, New Brunswick.; New Jersey Governor's Council on the Prevention of Mental Retardation, New Brunswick.
SPONS. AGENCY- New Jersey State Developmental Disabilities Council, Trenton.
PUB DATE- 85
NOTE- 338p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; Early Childhood Education; Elementary Secondary Education; Etiology; Government Role; Handicap Identification; High Risk Persons; Medical Services; *Mental Retardation; Needs Assessment; Nutrition; Parent Education; Perinatal Influences; Prenatal Influences; *Prevention; *State Agencies; *State Programs
IDENTIFIERS- New Jersey

This monograph, which reports findings from the New Jersey Governor's Council on the Prevention of Mental Retardation, discusses the scope of mental retardation (MR), its causes, identification of people at risk, and prevention methods. The Council cites several cost-effective prevention programs, such as vaccination programs and prenatal care services. Council recommendations to prevent MR before conception and during pregnancy include: counseling for genetic and teratologic defects, developing information on exposure to environmental contaminants, educating persons at risk about alcohol and the unborn, fostering new attitudes about substance abuse, reducing the risk of adolescent pregnancy, and insuring the medically needy. To prevent MR at the time of birth, the Council recommends ensuring full-term births and providing follow-up care for infants with birth defects and infants at risk. Recommendations for MR prevention during childhood include: immunizing against infectious diseases, expanding health services in school settings, encouraging breast feeding, expanding the Special Supplemental Food Program for Women, Infants and Children, providing for public health nutritionists, testing for lead poisoning, teaching parenting skills, improving protection in automobiles and school buses, and creating an Office for Prevention Programs. Numerous statistical tables, some specific to New Jersey and others nationwide in scope, are incorporated throughout the text. (JDD) or Grade 8 and 10 ratings of social competence. Gifted children were less popular in classes where there were large differences in Intelligence Quotient between the gifted and control subjects. While there were no significant differences in terms of attitude towards school between the groups studied, feelings toward school became less positive as age increased. (JDD)

ED 288 316
EC 200 790

Solano, Cecilia H.
Stereotypes of Social Isolation and Early Burnout in the Gifted: Do They Still Exist?
PUB DATE- Mar 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (37th, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Burnout; *Expectation; *Gifted; High Achievement; Higher Education; Negative Attitudes; Social Adjustment; Social Attitudes; *Social Isolation; *Stereotypes; Success

Historically, two commonly held stereotypes of genius have been that precocity was associated with social failure, and that precocity bred early burnout. Later research on the gifted has refuted these stereotypes. The two studies in this paper investigate whether the stereotypes have changed in light of this new knowledge. In the first study, 66 males and 61 females in an introductory psychology class completed a questionnaire describing six hypothetical males and females rated as gifted, able, and average (first at 17 years of age and later at 44). The first study was then rerun with 60 male and 59 female subjects rating stimulus persons of very high intelligence and extreme acceleration. Results indicate that the perception of the gifted, especially females, as encountering serious social problems is still prevalent. The illusion of burnout, however, has been replaced with an illusion of unqualified success. In the repeated study, the image of the gifted was not differentiated by level of giftedness. (JDD)

ED 288 317
EC 200 791

Pollard, Jim, Ed.
Ideas for Integrating the Microcomputer with Special Education.
Northwest Regional Educational Lab., Portland, Oreg.

Steele, Richard D., Ed.; Gerrey, William, Ed.
RESNA '87 Meeting the Challenge. Proceedings of the Annual Conference on Rehabilitation Technology (10th, San Jose, California, June 19-23, 1987). Volume 7.
Association for the Advancement of Rehabilitation Technology, Washington, DC.
PUB DATE- Jun 87
NOTE- 908p.
AVAILABLE FROM- Association for the Advancement of Rehabilitation Technology, Suite 700, 1101 Connecticut Ave., N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biomechanics; Communication Aids (for Disabled); Computers; Delivery Systems; *Disabilities; Electrical Stimuli; Gerontology; Information Networks; Mobility Aids; Physical Mobility; Policy; Programs; Prostheses; *Rehabilitation; Robotics; Rural Areas; Sensory Aids; Statistical Analysis; *Technology; Technology Transfer; Transportation

This volume's 301 papers are organized by 16 special interest groups, including: service delivery practice, personal transportation, augmentative and alternative communication, prosthetics and orthotics, quantitative assessment, service delivery policy, technology transfer, sensory aids, wheeled mobility and seating, electrical stimulation, computer applications, rural rehabilitation, robotics, biomechanics, information networking, and gerontology. (JDD)

ED 288 331
EC 201 212

Medicaid: Addressing the Needs of Mentally Retarded Nursing Home Residents. Report to the Secretary of Health and Human Services.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-77
PUB DATE- Apr 87
NOTE- 53p.
AVAILABLE FROM- United States General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies, $2.00 each; 25% discount on 100 or more; prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Programs; Individualized Programs; Inspection; *Institutional Administration; Institutionalized Persons; *Management Systems; Medical Services; *Mental Retardation; *Normalization (Handicapped); *Nursing Homes; Rehabilitation; *Residential Programs; State Agencies; Training
IDENTIFIERS- *Medicaid

This U.S. General Accounting Office report discusses the Medicaid management controls needed to assure that mentally retarded specific problem-solving strategies, providing direct instruction in social interaction skills, and providing opportunities for group discussion. (CL)

FL

ED 288 345
FL 016 774

Wang, Min min
On Introducing Basic Communication Courses into China's Foreign Language Curriculum.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication (Thought Transfer); Communicative Competence (Languages); *Course Organization; *Cultural Differences; *Curriculum Development; *English (Second Language); Foreign Countries; Information Theory; Media Selection; *Second Language Programs; Teaching Methods; Textbooks
IDENTIFIERS- *China

A proposal for introducing basic communication courses into China's foreign language curriculum argues that it is a change needed to meet the new objectives of foreign language teaching in that country. Four suggestions for a smooth transition include: (1) basing the communication courses on what already exists in the curriculum; (2) using a large lecture plus small performance class as a major form of course organization; (3) obtaining good textbooks, including programmed-instruction books to make good use of high Chinese student motivation; and (4) establishing and keeping a research orientation from the outset. Cultural issues that might affect the introduction of communication courses are discussed, including the relative emphasis on American culture, characteristic Chinese student behavior, and the need for special textbooks. (Author/MSE)

ED 288 346
FL 016 807

Raile, Frederick N.
Structure of Intellect Factors and Foreign Language Learning.

ED 288 051
CE 048 946

Sommers, Paul
Nutrition Improvement through Mixed Gardening in the Humid Tropics. A Trainer's Manual. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-19.
League for International Food Education, Washington, DC.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Office of Nutrition.; Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jul 84
NOTE- 126p.
CONTRACT- USAID-OTR-0262-0-00-3269-00
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Agricultural Education; *Agricultural Production; *Animal Husbandry; Cross Cultural Training; *Developing Nations; Farmers; *Field Crops; Foreign Countries; Grounds Keepers; Learning Modules; Lesson Plans; *Plant Propagation; Postsecondary Education; Teaching Methods; Units of Study
IDENTIFIERS- *Gardening; *Peace Corps

This manual is designed to provide Peace Corps trainers with suggested guidelines on the presentation of a nutrition-oriented household food production training program to community-level field workers. The manual describes and discusses simple, low-cost, local resources that may be available to the community. When applied through a home garden, these resources can help ensure a continuous supply of food and therefore improved health. The information presented attempts to reflect the realities of a typical rural situation in the humid tropics in which a trainee will most probably work. The manual is organized in three sections. The first section provides a listing of the tasks that need to be done in order to conduct a workshop. Also included is a complete bibliography for all reference materials needed and samples of invitation letters, evaluations, and other items. The second section contains the schedule and an outline for each session in the training program. Written in the form of lesson plans, the session outlines suggest topics and activities and some problem-solving assignments. The final section is designed to provide the trainee with a general outline for producing crops in a mixed garden system. An appendix contains numerous references for additional study. (KC)

ED 288 038
CE 048 933

A Compilation of Job Training and Related Laws. Prepared by the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. 99th Congress, 2nd Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Prt-99-209
PUB DATE- Dec 86
NOTE- 360p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Apprenticeships; *Dislocated Workers; *Economically Disadvantaged; *Educational Legislation; Educational Needs; Educational Policy; Employment Programs; *Federal Aid; *Federal Legislation; Job Training; Older Adults; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; Social Services; *Structural Unemployment; Tax Credits; Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Adult Education Act; Carl D Perkins Vocational Education Act 1984; Congress 100th; Food Stamp Act 1977; Higher Education Act 1965; Job Training Partnership Act 1982; National Apprenticeship Act 1937; Older Americans Act 1965 Title V; Rehabilitation Act 1973; Social Security Act Title IV; Targeted Jobs Tax Credit; Trade Act 1974; Veterans Job Training Act 1983; Wagner Peyser Act

This compilation is intended to assist the general public in gaining a further understanding of the work of the Committee on Labor and Human Resources to provide legislative assistance to Americans who are economically disadvantaged or structurally unemployed. The texts of the following pieces of federal legislation are included: the Job Training Partnership Act, the Wagner-Peyser Act, Title IX of the Social Security Act, Chapter 2 of the Trade Act of 1974, the National Apprenticeship Act, Chapter 1, Part IV (the Targeted Jobs Tax Credit) of the Internal Revenue Code of 1954, the Carl D. Perkins Vocational Education Act, the Adult Education Act, the Higher Education Act of 1965, Title V of the Older Americans Act of 1965, the Veterans' Job Training Act, the Rehabilitation Act of 1973, Title IV of the Social Security Act, and the Food Stamp Act of 1977. (MN)

ED 288 065
CE 048 970

Warren, William H.
State Funding of Non-Credit Postsecondary Education and Training for Adults.
Commission on Higher Education and the Adult Learner, Columbia, MD.
PUB DATE- Dec 86
NOTE- 46p.
AVAILABLE FROM- American Council on Education Commission on Higher Education and the Adult Learner, 10840 Little Patuxent Parkway, Suite 203, Columbia, MD 21044 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Programs; Disabilities; Disadvantaged; Dislocated Workers; Displaced Homemakers; Economic Development; Job Training; *Noncredit Courses; Postsecondary Education; *State Aid; *State Programs

Responding to an inquiry from a state that does not fund noncredit instruction but that is under pressure to reconsider its position, the American Council on Education conducted a survey to determine what states fund noncredit postsecondary education for adults and what types of training are funded. In the spring and summer of 1986, two questionnaires were addressed to the states. The first, to the state higher education executive officer, asked about state funding for noncredit courses in the state's colleges and universities. The second questionnaire was sent to the Office of the Governor in each state and sought to broaden the scope of the inquiry by asking if the state provided any funding for the instruction of adults in noncredit courses at the postsecondary level. Forty-one of the 50 states responded to the first questionnaire, and 35 to the second; all but 3 states replied to one or the other. The study found that 29 states (almost 60 percent) fund some kind of noncredit, postsecondary education or training for adults. However, these efforts were scattered and often dependent on federal funds. Programs funded by the states could be grouped in five general areas: general public education, occupational skill improvement, economic development, targeted populations, and comprehensive solutions. Most courses and programs are being delivered by the existing public postsecondary institutions. (This report summarizes state-funded postsecondary educational efforts by the states. Also included is a table that presents an overview of state-funded, noncredit, postsecondary education and training programs for adults.) (KC)

ED 288 206

CS 210 868

Cazden, Courtney B.
Classroom Discourse: The Language of Teaching and Learning.
REPORT NO.- ISBN-0-435-08445-3
PUB DATE- 88
NOTE- 230p.; Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Applied Linguistics; *Classroom Communication; Classroom Environment; Classroom Research; Cognitive Processes; Communication Research; Context Clues; Cooperation; *Discourse Analysis; Elementary Secondary Education; Higher Education; *Interpersonal Communication; Language Research; Language Usage; Linguistic Theory; *Oral Language; Peer Relationship; Speech Communication; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Conversation; Registers (Linguistics)

Noting that classroom communication is a central issue in school systems, because spoken language is the medium by which much teaching takes place, this book investigates classroom discourse within the framework of applied linguistics, and discusses research drawn from elementary, secondary and postsecondary classrooms. The first section deals with talk with the teacher, and includes chapters on sharing time, the structure of lessons, variations in lesson structure, differential treatment, and classroom discourse and student learning. Talk with peers is the focus of the second section, which contains chapters on cognitive processes and contextual influences of peer interactions. The third section reviews ways of talking in the classroom, and includes chapters on the teacher-talk register and the student-talk register and an afterword. Sixteen pages of references, a subject index, and an author index conclude the book. (SKC)

ED 288 207
CS 210 869

Estrin, Herman A.
Retirees, You've Got What it Takes: You Can Teach in Business and Industry.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Continuing Education; *Corporate Education; Course Content; Curriculum Guides; Education Work

Categories for analysis included the following: (1) quantity of comments; (2) format of the ballot; (3) types of comments (including selection, presentational skills, personal comments to contestants, judge disclosure of personal preferences or judging style, and comments written in the form of questions); (4) the value dimension of the comments; (5) the presence or absence of advice; (6) justification of rank; and (7) courtesy comments. The resulting data showed that judges wrote an average of 11 comments per ballot, using sentence format far more often than fragment or other style. An overwhelming majority of comments dealt with presentational skills, very few dealt with the choice or merit of the material. Personal comments to the contestants occurred with great frequency and were often very "personal" in nature. Overall, more negative comments were written than positive, although more than half the ballots contained a good balance of comments. An overwhelming number contained prescriptive advice to the student. However, judges rarely justified their ranking decisions; this is suggested as one area in which judges may best improve their ballot writing. (JG)

ED 288 221
CS 505 799

VerLinden, Jay G.
Andrea Dworkin on Pornography: Exposing "Male Truth."
PUB DATE- 6 Nov 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; Cultural Context; Discourse Analysis; Females; *Feminism; Males; *Persuasive Discourse; *Pornography; Rhetoric; Rhetorical Criticism; Sex Bias; Sex Differences; *Sex Role; Sex Stereotypes; Sexual Abuse; Sexuality; Violence
IDENTIFIERS- *Dworkin (Andrea); Rhetorical Force; Rhetorical Stance

Radical feminist Andrea Dworkin has been instrumental in efforts to curtail pornography by defining it as a violation of women's civil rights and allowing individual women to sue the distributors for damages. Dworkin's position derives from the tension between "what should be" and "what is." Her conception of the difference between the feminine and masculine nature offers women as the glorious image of what men could be, while men are the dark reminder of what is. For Dworkin, this tension is compounded by the tension between "what is" and "what appears to be." If appearance--that pornography is about sexuality--were truth, pornography would be a liberating agent for both sexes. Dworkin's definition of pornography comes from the ancient Greeks, whose word "porne" meant the lowest class of whore. Her referral to the ancient meaning attributes motive to the purveyors: the subordination of women through the way women are represented, equating them with vile whores. Dworkin further sees pornography as an agency of violence that awakens men's deeply rooted obsession with death, directing it toward women. Even when and modify their behaviors. Included are 1 table and 14 references. (MLH)

ED 288 234
EA 019 688

Jenney, L.
Educational and Communal Centres in Hungary.
PUB DATE- Nov 86
NOTE- 9p.; Paper presented at Edusystems 2000, International Congress on Educational Facilities, Values, and Contents (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Community Centers; Educational Facilities Design; *Educational Facilities Planning; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Land Settlement; Postseconuary Education; *School Buildings; School Construction; *Shared Facilities; Systems Development
IDENTIFIERS- *Hungary

In Hungary, the National Settlement Network Development Plan determines, to a great extent, the long-range organizational framework of public education and cultural affairs. In the capital, the educational center might easily become the pedagogical, cultural, communal, and sports center of the residential district. In the provinces, the basic public institutions could be concentrated in a single village center that is not only an educational, pedagogical, cultural, communal, and sports center, but an administrative and commercial center as well. The pedagogical center, generally designed for 1,500 to 2,000 children, should be organized as a single unit with central management. The fundamental principles of these centers are as follows: (1) teaching continues all day from the age of 3 to 18; (2) the center is suitable for adult education and postgraduate education; and (3) teaching takes place with a variety of personnel using modernized content, methods, and organization. The design and construction features of the pedagogical centers are modular coordination and prefabrication with lightweight steel or reinforced concrete structures. Economic efficiency of the pedagogical centers is achieved by the contraction of the different public institutions and by reduced building maintenance and operation costs. (MLF)

ED 288 235
EA 019 690

Sang, Herb A.

ED 288 247
EA 019 733

Iram, Yaacov
Parents' Involvement in Curricular Decisions--The Case of the "Supplementary Programmes" in Israel.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Conference of the Comparative and International Education Society (31st, Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Jews; *Parent Participation; *School Desegregation
IDENTIFIERS- *Curriculum Choice; *Israel

Parents' involvement in their children's schooling can be justified on various ideological, psychological, philosophical, and educational grounds. Two dominant attitudes prevail toward parent participation: (1) the authoritarian-paternalistic view featuring a one-way teacher-parent relationship; and (2) the parents-as-equal-partners view. The first approach predominates when parents are immigrants. Although parents often become actively involved with controversial social and political issues, their participation is usually limited to extracurricular activities, PTA, and social entertainment programs. Curricular matters are left to teachers and administrators. This paper aims to analyze and interpret Israeli parents' involvement in curricular decisions in two cases: (1) "Supplementary Programmes," a provision of the State Education Law of 1953 granting parents the right to determine 25 percent of their children's school curriculum; and (2) school desegregation, a 1968 policy designed to promote integration of school children of diverse ethnic origins. While parents have been actively involved in school integration, they have generally not chosen to influence curriculum content, aims, methods, or teaching staff and administrators. A few notable exceptions are listed, including the founding of traditional nonorthodox schools, reinforcement of Judaic studies in certain religious state schools, and the founding of a school geared to labor movement values. Clearly, the pattern of parental school involvement in Israel needs to be radically transformed from paternalism to a more mutually interactive approach. A new Ministry of Education and Culture committee has recommended four strategies for change. Included are 25 references. (MLH)

ED 288 248
EA 019 735

Stringfield, Sam; Teddlie, Charles
A Time to Summarize: Six Years and Three Phases of the Louisiana

NOTE- 14p.; Paper prepared for the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrators; *College School Cooperation; Elementary Secondary Education; Field Instruction; Higher Education; Instructional Leadership; *Internship Programs; *Leadership Training; Public Schools; School Effectiveness; Superintendents; Teacher Promotion
IDENTIFIERS- Georgia (Bibb County); *Leadership Development Program; University of Georgia

The superintendent of the Bibb County, Georgia, Public School System devised a program to develop a cadre of competent administrators to assume leadership positions as they became vacant. The Leadership Development Program took 18 classroom teachers with administrative aspirations and provided them with a variety of experiences under the guidance of carefully selected local school leaders. The primary activities included extended interaction with the superintendent and his staff, with the program's university coordinator, with the supervising administrators to whom the interns were assigned, and among the interns as a group. In addition, the interns took courses from the University of Georgia. The program completed its initial year of operation in June 1987, producing 18 leaders who are familiar with the leadership philosophy of the district and who have demonstrated leadership skills in the work setting. (MLF)

ED 288 261
EA 019 771

Weber, James R.
Instructional Leadership: Contexts and Challenges.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Oregon School Study Council, Eugene.
PUB DATE- Nov 87
NOTE- 48p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; quantity discounts; add $1.50 for shipping and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Observation Techniques; Curriculum Development; *Educational Environment; Elementary Secondary Education; *Instructional Leadership; *Leadership Styles; *Participative Decision Making; *Principals; Problem Solving; Teacher Administrator Relationship; Teacher Supervision

Instructional leadership is long-term dedication to instructional

EC 200 593

Haigh, John A.
Maryland Life Skills Curricular Framework.
Maryland State Dept. of Education, Baltimore.
PUB DATE- [86]
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Career Education; Communication Skills; *Curriculum Development; *Daily Living Skills; *Disabilities; Elementary Secondary Education; Learning Activities; Leisure Time; Recreational Activities; Socialization
IDENTIFIERS- *Maryland

The manual is intended to help Maryland special education administrators and teachers plan and develop programs for students who will pursue a course of study leading to a high school certificate in Maryland. A life skills approach called the "Maryland Life Skills Curricular Framework" is designed to help students adapt to their environment and lead meaningful lives. The curriculum addresses both the uniqueness and similarities of learners and is organized around a set of six goals in the curricular areas of communication, socialization, daily living skills, vocational education, functional academics, and recreation and leisure. Goals and subgoals for each curriculum area are presented, and ways in which schools can incorporate the framework goals into local special education programs are addressed. A discussion of curriculum development and assessment is designed to help specialists and teachers evaluate the adequacy of existing curricula in terms of philosophy, overall goals, scope and sequence, and the classroom instructional units. (CL)

ED 288 275
EC 200 594

Special Education Curriculum Guide.
Riverside County Office of Education, CA. Div. of Special Schools and Services.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Career Education; Community Resources; *Curriculum Development; *Daily Living Skills; *Disabilities; Family Life Education; Home Economics; Leisure Time; Recreational Activities; Secondary Education; Self Care Skills; Vocational Education

The guide is intended to provide a framework for helping special education students acquire those skills which will enable them to classes. Its five core components are active recruitment, guided placement, continuing support, job placement and follow-up, and transition. Appendices include survey instruments, materials to be used to implement the model, and survey summaries. (Author/VW)

ED 288 289
EC 200 760

Duwa, Susan M.; Luppino, Lori L.
A Leader's Guide for Developing a Parent to Parent Support Program for Parents of Special Needs Children and Materials for Parent Training.
Parent to Parent of Florida, Panama City.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Florida Developmental Disabilities Planning and Advisory Council, Tallahassee.
PUB DATE- [84]
NOTE- 257p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Parent Education; *Parent Participation; *Parent Workshops; *Social Support Groups; *Team Training; Workshops
IDENTIFIERS- *Parent to Parent of Florida

Developed by the Florida Parent to Parent Support Program, two manuals provide materials for developing local parent-to-parent support groups for parents of children with a broad range of special needs, including those with sensory, physical, or learning disorders; developmental disabilities; emotional disturbances; and those at high risk for or with developmental delays due to prematurity, environment, or some unknown cause. The project staff conducts education and awareness seminars for parents and professionals. From those workshops a core group is identified to develop a local support group. The first manual, a "Leader's Guide," includes six training modules which cover: (1) an orientation introducing program objectives and assisting participants to assess and evaluate their own feelings and experiences as parents of special needs children; (2) factual information on specific developmental disabilities and other special needs; (3) peer counseling skills; (4) concerns about providing support including contacting new parents, the grieving process, and the issue of acceptance; (5) awareness of resources provided at the community, state, and national levels; and (6) the referral and community outreach process. The guide also includes a bibliography, list of films, and resource directory. The second volume, "Materials for Parent Training," contains items to be distributed to participants during the workshops. (VW)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 32p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Databases; *Developmental Disabilities; Elementary Education; *Emotional Disturbances; Input Output Devices; Lesson Plans; Mathematics Instruction; *Microcomputers; *Physical Disabilities; Preschool Education; Reading Skills; *Special Education; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- User Groups

This publication contains six presentations on using microcomputers in special education, submitted by special education teachers at informal information sharing sessions. The first is a lesson plan involving pre-computer activities that prepare preschool developmentally delayed children for using a computer keyboard. Finger isolation and directionality are taught through the use of modeling clay, toy cars, tracing, and games such as Simon Says. The second presentation gives guidelines for forming groups of computer-using special educators who want to exchange ideas. Following that, two lesson plans provide drill and practice in reinforcing basic math skills for elementary resource room students. The software programs used are "Mastering Math System" and "Milliken Math Sequences," both operating on Apple IIe computers. Another lesson plan explains how a menu-driven program called "Secret Filer" is used by emotionally disabled elementary school students to create databases of information about stories they have read. The final lesson describes use of the "Adaptive Firmward Card" to customize computer input methods for physically disabled students, aged 8-11 in ability. For each lesson, the following types of information are given: target audience, hardware and software needed, project description including objectives, lesson description, scheduling information, and teacher preparation activities. (JDD)

ED 288 318
EC 200 792

Imison, K., Ed.; And Others
Gifted and Talented Children--A National Concern. Proceedings of the National Conference on Gifted and Talented Children (2nd, Queensland, Australia, May 15-18, 1985).
REPORT NO.- ISBN-0-949414-07-7
PUB DATE- 86
NOTE- 361p.; Published by Darling Downs Institute Press, Queensland, Australia.
AVAILABLE FROM- ISBS, Inc., 5602 N.E. Hassalo St., Portland, OR 97213

residents of nursing homes receive the services they need to help them function independently. Medicaid's involvement with the retarded in institutions and nursing homes includes financing active treatment services, such as speech, occupational, and physical therapy; training in personal care skills; and training in community living skills. Medicaid services for the mentally retarded were reviewed in 15 nursing homes in Connecticut, Massachusetts, and Rhode Island, and similar reviews by the Health Care Financing Administration in Illinois and Indiana were analyzed. The report found that management controls were inadequate, plans of care did not adequately address active treatment, and inspections were inadequate. The General Accounting Office's recommendations to the Secretary of Health and Human Services and the comments from involved state agencies are provided. Recommendations included the revision of Medicaid regulations to require nursing homes to specifically address active treatment in plans of care for their retarded residents, and to require states to include a staff member trained in mental retardation on inspection of care teams. (JDD)

ED 288 332
EC 201 213

Medicaid Financing of Services for Developmentally Disabled Persons. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, Ninety-Ninth Congress, Second Session, September 19, 1986.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
REPORT NO.- Senate-Hrg-99-1043
PUB DATE- 87
NOTE- 462p.; Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Programs; *Deinstitutionalization (of Disabled); Delivery Systems; *Developmental Disabilities; *Federal Aid; Federal Legislation; *Federal Programs; Hearings; Medical Services; Opinions; Organizations (Groups); Rehabilitation; Residential Programs
IDENTIFIERS- Congress 99th; Long Term Care; *Medicaid

The Medicaid program and its impact on the long-term care of developmentally disabled individuals were the subject of this hearing, held in September 1986. The hearing examined the current funding provided through Medicaid, the range of services delivered, and the most appropriate setting for long-term care of the developmentally disabled (institutional care or community care). A 57-page report prepared by the Congressional Research Service of the Library of Congress summarized the issues concerning Medicaid and other Federal services for persons with mental retardation and developmental disabilities. Representatives from the Health Care Financing Administration and the Office of Human Developmental Services presented U.S. government positions. Public witnesses

PUB DATE- 80
NOTE- 6p.; Document is not available in paper copy because of small type size; document is part of a set of Structure of Intellect studies.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; *Cognitive Structures; *Cognitive Style; Comparative Analysis; High Schools; High School Students; *Intellectual Development; Intelligence Differences; *Language Aptitude; Language Skills; *Learning Strategies; Mexican Americans; Predictive Validity; Predictor Variables; *Second Language Learning
IDENTIFIERS- Pimsleur Language Aptitude Battery; *Structure of Intellect

A study of the intellectual talents involved in learning a foreign language compared the composite predicted score of high school students on the Pimsleur Language Aptitude Battery with selected factor scores on the Structure of Intellect-Learning Abilities Test to determine whether any of the factors correlate highly with foreign language learning ability. Findings include these: (1) Mexican-American students are deficient in the Structure of Intellect (SOI) factor of Cognition of Semantic Systems; (2) Caucasian students are deficient in the SOI factor of Memory for a Symbolic System-Auditory when compared with Mexican-Americans; (3) first- and second-year foreign language students are deficient in the SOI factor of Convergent Production of Symbolic Transformations when compared with third- and fourth-year students; (4) first-year foreign language students are deficient in the SOI factor of Cognition of Semantic Units when compared with second-, third-, and fourth-year students; and (5) the SOI factors of Cognition of Semantic Units, Cognition of Semantic Systems, and Convergent Production of Symbolic Systems-Auditory are reliable predictors of success in foreign language study as tested by the Pimsleur battery and SOI in correlation. Pedagogical recommendations based on these results are presented. (MSE)

ED 288 347
FL 016 880

Banning, Bernadine
Background Briefing for Student Teachers Going to Latin America.
PUB DATE- [87]
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Cultural Context; *Cultural Differences; Culture Conflict; Daily Living Skills; *Foreign Countries; Geography; Health Services; History; *Interpersonal Communication; *Latin American Culture; Legal Problems; Monetary Systems; Recreational Activities; Religion; *Social Values; Student Teachers; Study Abroad; Teacher Exchange Programs; Transportation; Travel

adult learners six months after they completed a graduate diploma in adult education. They speak of their discovery that empowerment, in terms of enabling and energizing, involved a seeming contradictory sense of vulnerability in terms of "the paradox of empowerment." The narrative begins by providing a brief overview of the postgraduate diploma course in adult and community education offered at the West Sussex Institute of Higher Education (England). Provided next are reflections on the group's experiences in the program in terms of Malcolm Knowles' assumptions about andragogy. Particular attention is paid to the ways in which their own experiences related to Knowles' ideas concerning (1) the self-directedness of adult learning, (2) the importance of adult learners' own experiences as a rich resource for learning, (3) the strong link between adults' readiness to learn and the developmental tasks required for the performance of social roles, and (4) the problem-centered orientation of adult learning, with the importance of immediacy of application. Also discussed are key elements of success (a negotiated/partnership curriculum, recognition of the process of learning, creation of a fruitful learning climate, appropriate use of experiential learning, and mutual learning of tutor and student) and key elements of dissatisfaction (assessment and tutor performance). (MN)

ED 287 981
CE 048 450

Israeli, Eitan
Education for Rehabilitation of Rural Communities in Distress in Israel.
PUB DATE- 24 Oct 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adults; *Collective Settlements; *Community Characteristics; *Community Education; Community Problems; Community Psychology; Community Role; *Cultural Background; Foreign Countries; Rural Development; *Rural Education; *Rural Resettlement
IDENTIFIERS- *Israel

This paper summarizes the history of rural communities (moshavim and kibbutzim) in Israel and attempts to rehabilitate those that have experienced difficulties. The first section of the paper outlines the context of these communities, most of which are cooperatives. Before the establishment of the State of Israel in 1948, most of the communities flourished. The next section explains what happened to these communities after the establishment of the State and the formation of more communities, some without ethnic or ideological continuity. The paper then focuses on some attempts made to rehabilitate the rural communities in distress, focusing on the social-communal sphere and using adult education as the major members said they took another paid position; and (6) although a majority said they would not advise a person to enter public service, SES members frequently said they enjoyed their careers overall. These appendixes follow the two-page report: questionnaire objectives, scope, and methodology; narrative material and data in table form summarizing questionnaire results regarding reasons why senior executives left; and the annotated questionnaire. (YLB)

ED 287 995
CE 048 766

Concrete. Course in Carpentry. Workbook and Tests.
California State Dept. of Education, Sacramento. Bureau of Publications.
REPORT NO.- ISBN-0-8011-0514-5
PUB DATE- 87
NOTE- 70p.; 1987 Revision of the 1976 Edition. Prepared under the direction of the California State Joint Apprenticeship and Training Committee for the Carpentry Industry Carpentry Curriculum Revision Committee.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Apprenticeships; *Building Trades; *Carpentry; Cement Industry; *Construction Materials; Instructional Materials; Postsecondary Education; Trade and Industrial Education; Workbooks

This workbook is one of a series of individually bound units of instruction for carpentry apprenticeship classes in a four-year apprenticeship program. It consists of two sections--the workbook section and a test section. The workbook section provides instructional materials on 10 topics: introduction to cement and concrete, specifications for concrete, aggregates, sampling and testing of concrete, concrete admixtures, methods of concrete placement, movement of concrete on the job, finishing of a concrete slab, curing of concrete, and reinforced concrete. For each topic, these materials are included: questions on which to focus during reading, informative material, and a study guide (review questions). Lists of required and recommended materials are provided. The test section contains a test for each topic in the workbook section. (YLB)

ED 287 996
CE 048 767

A Study of the Learning Experiences of Fifty Weipa (Far North Queensland) Students.
PUB DATE- Apr 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; *Affective Behavior; Attitude Change; Correspondence Study; Demography; *Distance Education; Educational Background; Educational Opportunities; Foreign Countries; *Predictor Variables; *School Attitudes
IDENTIFIERS- *Australia (Queensland)

A study attempted to identify the adult learning provisions, demographic characteristics, and previous learning experiences that are predictive of positive affective development by external (distance education) students. The study population consisted of 50 adult students who were currently enrolled in 10 tertiary institutions as external students in Weipa, Far North Queensland, Australia. The students were surveyed about their sex, age, residential status, employment, current and previous tertiary education experiences, and characteristics of the programs in which they were currently enrolled (learning strategies, learning situation characteristics, and criteria for planning adult learning). Satisfaction of needs and interests, provision of fellowship, provision of clear explanations, provision of self-pacing performance, and the receipt of tangible benefits from study were all predictors of high affective development. Somewhat surprising findings were that (1) the Weipa students were affected by their perception of their lecturer's competence, (2) study freedom was not an important element, and (3) reinforcement of teaching and practical experiences were not shown to be significant predictors of positive affective development. It appeared that teaching for affective development involves more than committed leadership in the institutions; students must also make a major contribution to their own affective development. This would appear to support Power's model of mutual accountability. (Appendixes include the affective development schedule and survey of demographic, previous learning, and adult learning provision characteristics.) (MN)

ED 288 010
CE 048 835

Education and Training for American Competitiveness. Hearings before the Committee on Education and Labor, House of Representatives, One Hundredth Congress, First Session on H.R. 5, School Improvement Act of 1987; and H.R. 90 Education and Training for American Competitiveness Act of 1987 (February 10, 11, 18, 25; March 4, 11, and 12, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 87
NOTE- 664p.; Serial No. 100-16.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales

provided for (1) an observation of all vocational-technical teachers who had completed 30 or more PBTE modules by individual school instructional supervisors; (2) observation of a sample of vocational teachers by regional teacher educators; and (3) a feedback questionnaire given to all vocational teachers to determine their attitudes toward the PBTE modules. Teachers who had completed 31 or more PBTE modules received high ratings by their supervisors. Teachers received higher ratings on instructional management than on other competencies, and teachers in certain subject areas received higher ratings than teachers in other subject areas did. Teacher attitudes toward the PBTE modules were not positive, although those who had participated actively in the program were more positive than those who had not. Recommendations were made to continue using the PBTE modules with some changes. (KC)

ED 288 024
CE 048 890

Omvig, Clayton P.; And Others
LPN Analysis in the Health Industry.
Kentucky Univ., Lexington. Coll. of Education.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 87
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; *Educational Needs; *Labor Needs; Labor Supply; *Nurses; *Nursing Education; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *State Programs
IDENTIFIERS- *Kentucky

The health care industry has undergone a great many changes in the past several years: changes in technology, regulations, payment procedures, type of client, and personnel needs. A study attempted to answer the question, "What part will the licensed practical nurse (LPN) have in the health care industry of the future?" In Phase One of the study, data available from the Kentucky State Office of Vocational Education were analyzed to formulate tentative findings on the need for LPNs and the success of the program in the state. The results suggested that the number of LPN graduates in Kentucky and the number of LPNs demanded by industry were about equal. Ninety-five percent of those who complete the program pass the license exam on the first try. Thus, the program has been successful in preparing students to pass the examination and gain employment. In Phase Two of the study, data were provided to address the questions raised in the Phase One report. In order to accomplish this task, a review of pertinent literature regarding nurse staffing both in the health care journals and the economic journals was included. Additionally, a survey of three target employers (hospitals, home health agencies, and nursing homes) was conducted. From the survey, the researchers attempted to ascertain the present and future hiring needs of the industry and the effects on health care cost if the LPN positions were to be eliminated.

exercises. A list of reference addresses completes each subject area. Home Economics National Standards are appended. (YLB)

ED 288 078
CE 049 023

Bitz, Ann
Curriculum Development for the Home Economics Department.
Sweet Grass County High School District, Big Timber, MT.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- 87
NOTE- 70p.
GRANT- 87-4907-CD-28-16-CD010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clothing Instruction; Course Content; Course Descriptions; Curriculum Guides; *Family Life Education; *Foods Instruction; *Home Economics; Home Furnishings; Homemaking Skills; *Housing; Nutrition; *Parenthood Education; Secondary Education

This curriculum guide contains content outlines and outlines of the specific learning objectives for all courses taught in the Home Economics Department of Sweet Grass County High School, Montana. The courses are Homemaking for Today, Foods and Nutrition, Housing and Home Furnishings, Single Survival, Clothing I, Clothing II, Family Life, and Preparing for Parenthood. Each outline provides the following information: grade, prerequisite, credit, length, and overall objective. The content outline provides major topic areas. The outline of objectives suggests teaching techniques and length of time to be spent on each topic. (YLB) reviewers suggested a need for more rules and more application questions. The program is recommended for a class in basic furniture arranging to give students practice. (SK)

ED 288 092
CE 049 078

Economic Indicators of the Farm Sector. Costs of Production, 1986.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- ECIFS-6-1
PUB DATE- Nov 87
NOTE- 155p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Agricultural Production; Agriculture; Cost Effectiveness; Cost Indexes; *Costs; *Expenditures; *Field Crops; *Livestock; *Operating Expenses
IDENTIFIERS- *United States

This report contains 121 tables that estimate the costs of production of various commodities on United States farms in 1986. The report first assesses costs and returns on a per-unit basis, such as one acre or one animal, under three sections of a budget: cash receipts, cash expenses, and economic costs. The budgets are based on national weighted-average estimates of all costs associated with the particular enterprise. The 1986 summary is followed by an explanation of account structure, the procedures and methodology used, how to use the data, and the budgets themselves. Some of the highlights of the report are the following: (1) production costs and the costs of investing in machinery and buildings declined in 1986; (2) these reductions combined with higher government payments to moderate declines in the value of commodities at the marketplace; (3) cash receipts per acre fell for all crops except peanuts, sugar beets, and sugar cane; (4) declining feed costs and higher hog prices helped many hog producers' returns exceed expenses; (5) sheep ranchers saw strengthened returns mainly because of reduced expenses; (6) the drop in feed costs helped beef producers improve net cash returns despite their lowest receipts since 1978; (7) U.S. farmers planted about 5.6 million fewer acres; total crop production declined: feed grain output fell 8 percent, oilseed output dropped 6 percent, and food grain output fell 13 percent. (KC)

Education.
PUB DATE- 87
NOTE- 214p.; For part B, see CE 049 170.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Compliance (Legal); *Cooperative Education; Cooperative Programs; Education Work Relationship; Guidelines; *Home Economics; Parent Role; *Program Administration; Program Development; Program Evaluation; Program Implementation; Public Relations; Recordkeeping; Secondary Education; *Student Organizations; Student Role; Teacher Role; Vocational Education; Work Experience Programs
IDENTIFIERS- *Future Homemakers of America; *Home Economics Related Occupations; New Jersey

This guide has been developed to assist administrators and teacher-coordinators in New Jersey in planning and implementing cooperative home economics programs. The guide is organized in five sections that focus on the administration of a cooperative home economics program. The first section describes the program, providing information on the definition and history of cooperative vocational education, a description of cooperative home economics education and home economics-related occupations, and New Jersey program guidelines for cooperative vocational education programs. In the second section, information is given on planning the cooperative home economics program, including initiating the program, the roles of all involved, and public relations. Conducting the program is considered in section 3, which includes information on the role of the teacher-coordinator, student selection and supervision, school-work linkages, grading, unemployed students, recordkeeping, state reports, safety, legal considerations, and advisory committees. Program evaluation is explained in section 4, and evaluations by all parties to the program (teacher-coordinator, students, employers, advisory committee, and parents) are discussed. The final section describes Future Homemakers of America/Home Economics Related Occupations organizations, their structure, and their work program. Samples of forms to be used in conducting cooperative home economics programs are provided in an appendix to the guide. (KC)

Fuehrer, Ann; Schilling, Karen Maitland
Sexual Harassment of Women Graduate Students: The Impact of Institutional Factors.
PUB DATE- May 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Faculty; *Equal Education; Ethics; Females; *Graduate Students; Higher Education; Mentors; *Power Structure; Sex Differences; *Sexual Harassment; Student Needs; *Teacher Student Relationship

Sexual harassment is one concern of women graduate students in community psychology programs. When a sexual relationship exists between male faculty and female students, the distribution of power reflects the subordinate status of women and the dominant position of men. Many studies have documented the negative consequences of sexual contact between faculty and students. Walker, Erickson, and Woolsey (1985) suggest three sets of ethical issues raised by such contact: (1) unwanted sexual advances limit the victim's ability to choose when and with whom she will have a sexual relationship; (2) sexualization of a professional relationship interferes with mentoring; and (3) the mentor abuses his power to obtain personal gratification. Sexual harassment within academia may be understood within a framework which suggests that competing moralities are likely to perpetuate such behaviors. A lack of understanding between men and women about what a common set of behaviors means and a difference in perspectives on the role of relationships in the work environment may result in conflict. Community psychology programs can create an environment compatible with the needs of women students by recognizing faculty responsibility to provide equal opportunity to female graduate students in a climate free from sexual intimidation and by calling on universities to foster an empowering climate for these students. (NB)

ED 288 134
CG 020 307

Roberts, Laura R.
Gender Differences in Patterns of Achievement and Adjustment during Early Adolescence.
PUB DATE- 22 Mar 86
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (Madison, WI, March 21-23, 1986). For a related document, see CG 020 308.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adjustment (to Environment); Adolescents; Intermediate Grades; Junior High Schools; Longitudinal Studies; Preadolescents; *Self Concept; *Sex Differences
IDENTIFIERS- *Early Adolescents

Ebata (1985) showed that among young adolescent boys high achievement was associated with better adjustment while low achievement was associated with poorer adjustment. A study was conducted to determine whether this pattern would generalize to links between achievement and self-image for boys and to describe the pattern of relationship between achievement and self-image for girls. Data were obtained on 243 suburban adolescents who were part of a larger longitudinal study of adolescent adjustment and development. Achievement was assessed with grade point averages from sixth, seventh, and eighth grades for language, literature, mathematics, science, and social studies. Self-image was assessed with the Self-Image Questionnaire for Young Adolescents. The positive, linear relationship between achievement and adjustment for boys was replicated. For girls, cross-sectional analyses showed no relationship between achievement and self-image, while longitudinal analyses showed evidence that high achievement was associated with a decline in self-image. These effects were stronger for achievement in male-stereotyped courses, but they also existed for other courses. Preliminary findings suggest that peer acceptance may be a factor in these gender differences. (Twelve figures of data are included.) (Author/NB)

This study compiled and analyzed the significant mean differences of the frequency of identified stressors and coping strategy responses between school groups to identify stressors and coping strategies as perceived by school children. Primary (N=94) and middle (N=207) school students who attended a laboratory school at a state university in eastern Kentucky responded to the questions "When you are at school, what worries or upsets you?" and "When these things worry you, how do you make yourself feel better?" Data were classified and eight stressor types and eight coping strategy types were identified. Statistically significant differences were found between primary grade students and middle school students in 8 of the 16 response areas. From primary to middle school grades, there was a significant increase in the mean frequencies of two stress types (school work and achievement, peer relationships); a significant decrease in the mean frequencies of three stress types (physical injury/loss; loss of personal space, comfort and time; and discipline); and statistically significant differences in three types of coping strategies, with middle school students using more distraction and catharsis and primary school students using direct action. The high frequency levels of stress expressed by subjects have implications for school guidance programs. (NB)

rely on social support systems and help from others than are men. This may help to cushion the woman's emotional stress after divorce. Finally, women have much to gain in terms of self-esteem when they divorce and add new roles to their lives. Self-esteem may serve as a safeguard against anxiety and the effects of stressors. Although gender differences in reactions to divorce have been well established, future research might examine individual differences within groups. More research is needed to investigate the relation between self-esteem and divorce. The exact relation between self-esteem and initiation of, or involvement in, divorce is not yet known. (Author/NB)

ED 288 164
CG 020 338

Canale, Joseph R.; Dunlap, Linda L.
Factors Influencing Career Aspirations of Primary and Secondary Grade Students.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (58th, Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; Children; *Elementary School Students; Elementary Secondary Education; Employed Parents; Family Income; Mothers; *Occupational Aspiration; *Parent Aspiration; *Secondary School Students; Self Esteem; *Sex Differences

Many studies have examined factors influencing the career aspirations of high school students, but little has been done to explore this issue with primary school students. This study investigated factors that might influence the career aspirations of children across a broad age spectrum. Students (N=150) from grades 2, 5, 8, and 12 completed questionnaires which assessed their job aspirations, their reasons for wanting a particular job, and their expectations for achieving their career goal. Subjects also completed the Coopersmith Self-Esteem Inventory. Parents of the students completed questionnaires on their aspirations and expectations for their child's career goals and provided information on their own occupation, income level, and education level. Regression analyses were employed to correlate variables with one another. Analyses revealed four variables as significant predictors of the subjects' job aspirations: sex of the student, parent's job aspiration for the student, family income level, and mother's occupation. Student self-concept did not significantly predict job aspirations for all subjects. Analyses of each age and sex separately indicated varied and interesting patterns of results. (Author/NB) comprehended) that have been used consistently in research, focusing on and comparing those designed by J. M. Mandler and N. S. Johnson (1977) and N. L. Stein and C. G. Glenn (1979). Next, the paper treats the role of story schema in comprehension, pointing out that story schemata appear to play a primary role in reading and listening comprehension. Continuing a review of the literature, the paper examines the variables, such as developmental factors, reading ability, and input/output modality, that affect the operation of story schemata. The paper then considers the instructional implications for reading comprehension and writing of story grammar research. The paper concludes with a research summary and recommendations for making that research applicable to classroom practice. (References, tables of data, and figures are appended.) (NKA)

ED 288 179
CS 008 957

Johnson, Jessie
Language Development Component: All Day Kindergarten Program. Final Evaluation Report, 1986-87.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 87
NOTE- 23p.; For an earlier report, see ED 247 323.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; Class Activities; *Extended School Day; High Risk Students; Instructional Effectiveness; *Kindergarten; Kindergarten Children; *Language Acquisition; Low Achievement; *Prereading Experience; Primary Education; Program Content; Program Evaluation; Remedial Instruction; *Underachievement
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; *Full Day Programs; *Kindergarten Extended Day Program

The All Day Kindergarten (ADK) Program of the Columbus (Ohio) Public Schools was established to provide a full day of instruction for underachieving kindergarten pupils. The program concentrated on preparing pupils for successful learning experiences in first grade by providing them with an extra half day of instruction. The program served 571 children, with 18 teachers providing daily instruction for two groups of students in 18 Chapter 1 eligible elementary schools. Groups were limited to 15 pupils, and instruction time was 13.3 hours weekly. The All Day Kindergarten Program functioned during the 1986-1987 school year for 130 hours of instruction, with emphasis on activities that would increase language and reading development and enhance those skills needed; for success in first grade. For program evaluation purposes, pretests and posttests were administered to 396 students (who met the 80% attendance requirement; 379 students were present for both tests. The Normal Curve Equivalent (NCE) gain for these students was 3.0 points for each month of treatment--greatly exceeding the criterion of 1.0 NCE point that was the original program goal.

on the following: (1) the English programs offered; (2) the system's efforts to improve instruction on the undergraduate level; (3) liberal arts courses; (4) teacher education; (5) English as a second language; (6) admissions policies; (7) new developments in English studies; (8) graduate tuition waivers; and (9) eight recommendations made to the State University System concerning English instruction. The first section also reviews English instruction in nine Florida state universities. The second section reports on Classics instruction in three state universities, summarizing findings on the role and mission of the classics department, collegial spirit, responsibility to students and the profession, relationships between Classics and other departments, and other miscellaneous points concerning faculty and instruction in Classics. Recommendations for each of the colleges are also listed. Appendixes include a list of consultants, a list of coordinators, site visit schedules, lists of letters programs in the State University System of Florida, and the information format employed in the Letters Program Review. (JC)

ED 288 193
CS 210 843

English-Language Arts Model Curriculum Guide, Kindergarten through Grade Eight.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0663-X
PUB DATE- 87
NOTE- 41p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.25, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; Class Activities; Communication Skills; Critical Thinking; *Curriculum Development; Educational Objectives; Elementary Education; Experiential Learning; Group Dynamics; *Integrated Curriculum; *Language Arts; Learning Activities; Listening Skills; *Literature Appreciation; Motivation Techniques; Oral Interpretation; Reader Response; *Reading Instruction; *Reading Skills; State Curriculum Guides; Teacher Role; Teaching Methods; Writing Instruction; Writing Processes
IDENTIFIERS- California

The language arts component of the California State "Model Curriculum Guides" series, this document sets guidelines for the elementary and middle school English language arts curriculum. The guide suggests a learning sequence--core, integrated, and across the curriculum--and delineates concepts, skills, and activities appropriate for learners in kindergarten through grade 3, grades 3 through 6, and grades 6 through 8. In keeping with a process approach philosophy, the content and model lessons of the guide are structured to help teachers lead discussions, frame questions, and design activities that contain multiple levels of learning.

ED 288 302
EC 200 773

Keller, Clayton E.; Hallahan, Daniel P.
Learning Disabilities: Issues and Instructional Interventions. What Research Says to the Teacher.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1076-0
PUB DATE- 87
NOTE- 36p.
AVAILABLE FROM- National Education Association Professional Library, 1201 16th St., N.W., Washington, DC 20036 ($2.50, Stock No. 1076-0).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention Control; Instructional Effectiveness; *Learning Disabilities; Learning Strategies; *Mainstreaming; Metacognition; Mnemonics; Peer Teaching; Student Characteristics; *Teaching Methods
IDENTIFIERS- Adaptive Learning Environments Model; Cooperative Learning; Reciprocal Teaching; Teacher Consultants

In this research review of basic issues in learning disabilities, definitions, possible causes, prevalence, and identification of learning disabilities are discussed. Characteristics of learning disabled individuals are considered under five headings: perceptual and perceptual-motor disabilities, problems with attention and hyperactivity, cognitive disabilities, social and behavioral problems, and academic disabilities. In general, the learning-disabled individual seems to be a passive, inactive learner who lacks or does not use the strategies for attacking academic problems that the non-handicapped commonly use; in addition, the learning disabled are best thought of as a heterogeneous, rather than a homogeneous, group. Several options are available for administering the education of the learning disabled. One of the most widely utilized instructional arrangements, mainstreaming, may be made more effective by the use of the Adaptive Learning Environments Model, teacher consultants, cooperative learning, and peer tutoring. Several promising, but not well-known, instructional techniques may improve education of the learning disabled; these include reciprocal teaching, self-monitoring of attention, metacognitive self-questioning training, and the keyword mnemonic technique. (JDD)

ED 288 303
EC 200 774

Stodden, Robert A.; Ianacone, Robert N.

ED 288 052
CE 048 948

Peace Corps Training and Older Volunteers. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-33.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Feb 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); Aging (Individuals); Cross Cultural Training; Developing Nations; Foreign Countries; *Older Adults; Postsecondary Education; Problem Solving; Teaching Methods; *Volunteers; *Volunteer Training
IDENTIFIERS- *Peace Corps

This booklet was developed to help Peace Corps trainers relate to older volunteers and facilitate the older volunteers' orientation into the organization. The manual is organized into four short sections. Each section raises some potential problems likely to be experienced by older volunteers and offers suggestions for overcoming the problems. Topics covered in the sections are the following: becoming a trainee (families, friends, logistics); the training program (confidence, inclusion and age bias, health); the physical environment (vision, hearing, temperature, physical mobility and exercise); the learning environment (pacing, relevancy of the material, fear of failure); and language learning. A list of Peace Corps overseas offices is also included in the guide. (KC)

ED 288 150
CG 020 323

Daly, Daniel C.; Abramson, Edward E.
I-E Control, Sex and Age Differences in Drinking.

PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Alcoholic Beverages; Attribution Theory; Behavior Patterns; College Students; *Drinking; Higher Education; *Locus of Control; Predictive Measurement; *Sex Differences

Research examining alcohol consumption by using Rotter's Internal-External Locus of Control Scale has reported conflicting results, possibly related to comparisons of clinical groups of alcoholics with nonclinical light drinkers or to an overuse of correlational statistics and a lack of appropriate controls. This study sampled a wide range of ages within a homogeneous population of nonclinical drinkers to assess the relationship between internal-external control, reasons for drinking, and alcohol consumption. Male (N=72) and female (N=105) college students from California State University at Chico completed Rotter's Internal-External Locus of Control Scale, the Questionnaire of Habitual Alcohol Use, and a Reasons For Drinking checklist. The results revealed that younger males drank significantly more and were significantly more external than were older males, suggesting that earlier studies of males in which age was not controlled may have reported spurious correlations. Young female heavy drinkers were more external than their light drinking peers. The Internal-External scale was found to be an ineffective predictor of alcohol consumption. The Reasons For Drinking scale was found to discriminate between young light and heavy drinkers, suggesting that it may be useful as a predictor of alcohol consumption. (Author/NB)

ED 288 039
CE 048 934

Economic Dislocation and Worker Adjustment Assistance Act. Joint Hearings on S. 538 to Implement the Recommendations of the Secretary of Labor's Task Force on Economic Adjustment and Worker Dislocation, and for Other Purposes, before the Subcommittee on Labor and the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. United States Senate, One-Hundredth Congress, First Session (March 10 and 26, 1987).
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-186

PUB DATE- Mar 87
NOTE- 671p.; Contains small/marginally legible print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Coordination; *Dislocated Workers; Dismissal (Personnel); *Educational Legislation; *Educational Needs; Educational Policy; Employer Employee Relationship; Employment Practices; Employment Services; *Federal Legislation; Government Role; Hearings; Outplacement Services (Employment); Policy Formation; Postsecondary Education; *Public Policy; *Retraining; Student Financial Aid
IDENTIFIERS- Congress 100th

This congressional report on Senate Bill 538 contains the testimony that was given at joint hearings to debate the passage of the Economic Dislocation and Worker Adjustment Assistance Act. This act, which is based primarily on the recommendations of U.S. Secretary of Labor Brock's blue ribbon task force: (1) creates displaced worker units at the federal and state levels to coordinate reemployment assistance and establish strike forces to move in and furnish rapid response to specific plant problems; (2) requires employers to give workers and local units of government notice of plant closings; and (3) calls upon employers who plan to close plants to consult with local community leaders and employee representatives about the possibility of keeping the plants open. The following agencies and organizations were among those represented at the hearings: the American Bakers Association, American Trucking Associations, Associated Builders and Contractors, United Auto Workers International Union, Communications Workers of America, U.S. Conference of Mayors, Association of American Railroads, American Federation of Labor-Congress of Industrial Organizations, General Electric Company, U.S. Chamber of Commerce, Whirlpool Corporation, National Center on Occupational Readjustment, Food Marketing Institute, New England Equity Institute, Office of Strategic Planning and Policy Development, National Alliance of Business, and the Baltimore Metropolitan Manpower Consortium. Three articles on the problems faced by dislocated workers and a minority staff analysis of the act are also included. (MN)

ED 288 066
CE 048 972

Nasman, Leonard O.
Using Technology for Instruction in Vocational Education. Preconference Workshop, Advanced Instructional Technology (Columbus, Ohio, October 6, 1987).
PUB DATE- 6 Oct 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Media; *Interactive Video; Material Development; *Microcomputers; Secondary Education; State of the Art Reviews; *Videodisks; *Vocational Education

Computer-assisted instruction, when properly designed, can help students retain more of what they learn by requiring them to use more of their senses in the learning process. Although they are not without drawbacks, microcomputers can be effective teaching aids. They can assist teachers by performing routine clerical tasks (grading and recordkeeping), serving as an audiovisual device, and providing access to large educational databases and computer systems. Microcomputers can also assist vocational administrators by allowing them to formulate and revise budgets quickly, perform all the normal business functions entailed in administering a vocational education program, and keep in constant communication with other administrators and with state education officials via modem. Computer-assisted and computer-managed instruction allow vocational educators to individualize instruction. The key to all of these applications, however, is that teachers be given sufficient released time to learn to make full use of the potential of microcomputers, learn what types of software are available, and spend the evaluation time necessary to select the best software for their individual programs. Video technology, interactive videodisk technology, and optical laser disks also offer great promise in that they allow for the merging of the best of the worlds of audiovisual and computer-assisted instruction. As in the case of microcomputers, the problem with using videodisk technology in education remains the lack of availability of appropriate disks and software. The only way to circumvent the barrier imposed by the great cost of producing such software is to spread the cost over greater numbers of students or, in other words, to increase collaboration and sharing of materials among vocational educators. (MN)

ED 288 079
CE 049 042

The Challenge of Change. Annual National SOICC Conference Summary (10th, Portland, Oregon, July 27-30, 1987).
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; Oregon Occupational Information Coordinating Committee, Salem.
PUB DATE- Jul 87
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; Career Development; *Career Education; *Career Guidance; *Computer Oriented Programs; Delivery Systems; Educational Needs; Educational Trends; Futures (of Society); *Information Networks; *Occupational Information; Postsecondary Education; Professional Associations; Secondary Education
IDENTIFIERS- Occupational Information System

This document contains summaries of 43 presentations given at the state Occupational Information Coordinating Committee (SOICC) conference: "DoD Career Information Resources" (Wright, Sellman); "Public Relations in a Changing Political Environment: Strategies for SOICCs" (Walker); "Updating Career Exploration and Educational Planning" (Winefordner); "Micro-OIS Enhancements" (Slack et al.); "Financing Strategies When Money Is Tight" (David); "Packaging, Support and Partnership: Keys to Funding" (Thomas); "Planning for the Future: Simulation Modeling" (Harris); "Naval Reserve/Civilian Training Project" (Ollis et al.); "The Future Is Now: Electronic Telecommunications" (Lloyd, Wagner); "National Career Development Association" (Brown); "American Vocational Association" (Hollenback); "Association of Computer-Based Systems of Career Information" (Hawker); "International Association of Personnel in Employment Security" (Gladden); "NOICC: Planning for the Next Five Years" (Lester et al.); "Career Choice Isn't What It Used to Be" (Gelatt); "An Exercise in Communications and Understanding in the Workplace" (Terry); "Students' Biggest Decisions" (Garcia); "Report on Training Workshops: Using Labor Market Information in Career Exploration and Decision Making" (Lloyd, Benshoff); "Use of Data by Vocational Education and Job Training Partnership Act" (Parker); "Use of Labor Market in JTPA Planning" (Frazier); "Regional Planning and Identification of Demand Occupations" (Froeschle); "Implementation of 'The LMI System' in Ohio" (Sommers); "Status Report: Microcomputer Based Occupational Projection System" (Ahlstrom); "Progress Report: The National Assessment of Vocational Education" (Muraskin); "Task Force on Education Reform" (Amico); "Career Information and At-Risk Populations" (Henderson); "Why Are Career Information Systems Effective with At-Risk Youth?" (McKinlay); "What Counselors Need to Know Now and Tomorrow" (Crow); "The Colorado/Utah Test" (Harris); "The Florida Occupational Identifier Project" (Bruce); "The Alaska Experience" (Saddler); "BLS U.I. Coding Reaction" (McElroy); "SIC Revision" (McElroy); "From the Labor Market to the Classroom: A Model of Curriculum Development, Implementation and Evaluation" (Olson, Sherer); "National Guidelines for Career Guidance Standards" (Steele, DeRemer); "Jobs 2000 AD" (Flores); "New Developments in Career Information Delivery Systems" (Washbon et al.); "At-Risk Populations" (Kutscher); "Use of Data by Economic Development Business Expansion/Contraction Data and Economic Development" (Lynch); "Meeting the Labor Market Information Demands of Economic and Industrial Development Requests in Maine" (Fongemie); "Missouri Economic Development Information System" (Raithel); "Congressional Perspective on Education and Training: "How to Meet the Challenge of Change" (Tompkins); and "Planning for the Managing Change: New Demands, New Directions" (Lester). (KC)

ED 288 106
CE 049 170

Spencer, Dorothy
The New Jersey Cooperative Home Economics Education Handbook. Part B: The Curriculum.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 87
NOTE- 205p.; For part A, see CE 049 169.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Career Development; Career Exploration; Citizen Participation; *Cooperative Education; Employee Responsibility; Employer Employee Relationship; Entrepreneurship; Government Role; Individual Development; Interpersonal Competence; Job Search Methods; Learning Activities; Learning Modules; Lesson Plans; Money Management; *Occupational Home Economics; Promotion (Occupational); Safety; Sanitation; Secondary Education; State Curriculum Guides; Teacher Developed Materials
IDENTIFIERS- New Jersey

This guide is intended for use with students enrolled in cooperative occupational home economics programs. The following topics are covered in the individual modules: the basic principles of cooperative home economics; preparation for the world of work (choosing, finding, applying for, and exploring a job); safety, security, and sanitation (on and off the job); personality development (personality traits and job attitudes, the role of personality, effective communication, self-image); the role of government (the philosophy underlying taxation, federal and state income taxes, and social security services); income management (financial planning, savings and investments, banking services, credit, the importance of insurance, and good consumer practices); relations with employers and coworkers (employee responsibilities, employer responsibilities and expectations, and interpersonal relationships); progress on the job (pay increases and promotions, factors that influence productivity, training and education on and beyond the job, and entrepreneurship); and the place of the individual in the community (good citizenship and community organizations). Each module contains a list of basic skills that are taught and/or reinforced in the module, performance objectives, suggested learning activities, evaluation techniques, and suggested references and resources. A bibliography of additional teaching resources is also included. (MN)

ED 288 120
CG 020 293

Weaver, Thomas L.
My, How Times Have Changed! (Have They??!)--New Developments in Career Planning.

PUB DATE- 19 Feb 87
NOTE- 18p.; Paper presented at the Annual Career Planning for Our Changing Times Conference (Daytona Beach, FL, February 19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; *Career Development; *Career Planning; *Change; *Futures (of Society); *Trend Analysis

Vocational guidance began in the early 1900s with a selection and placement focus, adopted a personal adjustment focus in the 1920s, and now has a development focus. Brown, Brooks, and Associates (1984) identified four major issues and nine trends in career development today. Issues concern career development theories for women and minorities, work as a salient life role, tests in career counseling, and self-directed career development approaches. This paper examines new developments in the career planning field using eight of the nine trends identified by Brooks, et al.: (1) technology will both compound and provide assistance with career development problems of workers; (2) effects of employment and unemployment on mental health will be of increasing concern; (3) career development programs will be increasingly available in a greater variety of settings from a wider range of personnel; (4) there will be increased interest in career counselor certification; (5) an increased recognition of the complexity of career counseling will occur; (6) there will be an increasing emphasis on the postmidlife period of career development, including retirement planning; (7) greater concern for career development and career counseling of special groups will emerge; and (8) there will be greater emphasis on work adjustment factors, particularly as they relate to productivity and quality. A list of sources designed to be used as a basic reference guide for further exploration is included. (NB)

ED 288 135
CG 020 308

Roberts, Laura R.; Newman, Judith L.
Gender Differences in the Relationship between Perceived Popularity and Self-Image during Early Adolescence.

PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987). For related document, see CG 020 307.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Junior High Schools; Longitudinal Studies; *Peer Acceptance; *Popularity; *Self Concept; *Self Evaluation (Individuals); *Sex Differences
IDENTIFIERS- *Early Adolescents

Girls and boys develop different value systems during early adolescence. For girls, popularity with peers assumes high priority, while for boys popularity seems to be secondary to other values established in childhood. A study was conducted to examine the relationship between popularity and adjustment, as measured by self-image, for adolescent boys and girls. Data were obtained on 106 suburban adolescents who participated in a larger longitudinal study of adolescent adjustment and development. Subjects rated self-perceptions of peer group acceptance during the spring of seventh grade. In the fall of eighth grade, subjects completed the Self-Image Questionnaire for Young Adolescents. The results showed that popularity was more consistently related to adjustment (self-image) for girls than for boys. Gender differences were observed with regard to four aspects of self-image: emotional tone, body image, coping and mastery, and (less) psychopathology. Popularity was significantly related to these aspects of self-image for girls, but not for boys. The analyses showed that perceptions of low popularity were related to low self-image on these four scales for girls, but not for boys. (Six figures of data are included.) (Author/NB)

vehicle for rehabilitation. Five aspects of the effort to facilitate the quick absorption of nonfarmers into the established mainstream of the farming cooperative community are listed; these mainly revolve around the amalgamation of different ethnic groups and the imposition of new models. Finally, attempts at rehabilitation are explained, with the caution that no attempt in the past seven years brought about a total recovery of the struggling communities. This section describes attempts to restore "normal functioning" to the communities through education and the role of the facilitators. It is pointed out that the facilitator's role is a very difficult one, suggesting that none of the attempts could be completely successful under present conditions. (KC)

ED 287 982
CE 048 452

Groff, Judy M.
Empowering Adults to Value Teenage Youth as Volunteer Resources for Delivering Educational Programs.
PUB DATE- 23 Oct 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Attitude Change; Leaders; *Leadership Training; *Negative Attitudes; Program Implementation; Secondary Education; *Youth; *Youth Programs
IDENTIFIERS- *4 H Programs

Whether the label for teen problems is "generation gap" or "lack of self-esteem," youth are not given the respect or consideration they deserve. Loftquist (1987) reports three styles that represent the attitudes of adults toward working with youth. In style 1, adults view youth as objects. In style 2, adults view youth as recipients of programs. In style 3, adults view youth as resources for developing and implementing programs. Extension professionals need proven models to help shape attitudes of adults. North Carolina's Teens Reaching Youth (TRY) program, conducted in 1987, was conceptualized in Loftquist's style 3 mode. It was designed to empower adults to accept teens as resources. During the program, an adult coach was teamed with two or three teens to give coaches first-hand experience with successful teen acceptance of responsibility. The group formed a TRY team to teach younger youth or to train other teens and adults to teach. Team members agreed on what each team member would contribute, and adult and youth volunteers were trained in the content at the same time. Observation of adult coaches made during the program reflected positive growth in their attitudes toward teens. When programs are designed according to style 3, youth are empowered to function responsibly and to assume adult-like roles. (KC)

Hogan, Joyce; And Others
Individual Differences in Military Training Environments: Four Areas
  of Research.
Naval Training Systems Center, Orlando, FL.
REPORT NO.- NAVTRASYSCEN-TR87-003
PUB DATE- 6 Apr 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Aptitude; Cognitive Ability; Cognitive
  Structures; *Cognitive Style; Educational Research; *Individual
  Differences; *Military Training; Models; *Program Design; *Training
  Methods

Military and personnel training research addressing individual differences in training environments appears in four general research areas. These include the study of (1) trainee cognitive strategies, learning styles, and sensory modalities; (2) noncognitive characteristics of trainees; (3) aptitude-performance interactions; and (4) the effects of instructional methods. Although the areas do overlap, the major distinction is that the first two are concerned with variables or factors that individuals bring to the training environment, whereas the final two address the issue of how to accommodate the training process to individual trainees. Within each of these four areas, the research supports the view that individuals are affected differentially by training and that these differences need to be incorporated into the training process. A proposed model for determining instructional strategies provides a means for accommodating individual differences relevant to the training environment. This decision model for training program design involves classification of training tasks, selection of personnel for training, and specification of instructional strategies for optimal learning. (A reference list is appended.) (YLB)

ED 287 997
CE 048 768

Driskell, James E.; And Others
A Taxonomy for Composing Effective Naval Teams. Final Report.
Naval Training Systems Center, Orlando, FL.
REPORT NO.- NAVTRASYSCEN-TR87-002
PUB DATE- Mar 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cooperation; Educational Research;
  *Group Dynamics; *Interpersonal Competence; *Job Performance;
  *Military Training; Models; *Personality Traits; Team Training;
  *Teamwork
IDENTIFIERS- Navy

Since teams perform a majority of mission-critical Navy tasks, a significant applied research problem is how to compose maximally

Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Climate; Educational Improvement; *Educational Legislation; *Educational Needs; Educational Policy; Educational Quality; Elementary Secondary Education; Federal Legislation; Financial Support; Futures (of Society); *International Trade; *Labor Needs; Postsecondary Education; *Public Policy
IDENTIFIERS- Congress 100th; Proposed Legislation

This congressional report contains testimony pertinent to the passage of the School Improvement Act of 1987 and the Education and Training for American Competitiveness Act of 1987. Testimony by representatives of the following agencies and organizations is included in the report: New York University; the United Steelworkers of America; the Canadian Industrial Adjustment Service; the American Federation of Labor and Congress of Industrial Organizations; the National Council of Teachers of Mathematics; the Federal Reserve Bank of Boston; the Goodyear Manpower Reemployment Committee; Lehigh University; the Mississippi Authority for Educational TV; Harvard Business School; the United Automobile, Aerospace, and Agricultural Implement Workers of America; and Piedmont Technical College. Among state and federal government officials presenting testimony were William J. Bennett, Secretary of Education, and William E. Brock, Secretary of Labor. Other prepared statements, letters, and/or supplemental materials are also contained in the report. These include the following articles/reports: "Public Broadcasting Educational Services," "Square One Television," two reports from "AFL-CIO Reviews and Issues," "Policy Options for Preschool Programs," "Why U.S. Business Is Falling Behind," "Taking a Loan on America's Future," "What the Newest Research in Early Childhood Education Could Mean for Your Schools," and "A Society Where Students Are No. 1." (MN)

ED 288 011
CE 048 837

Evaluation of the Emergency Veterans' Job Training Program. Final Report. A Report Prepared by the Veterans' Administration, Submitted to the Committee on Veterans' Affairs, U.S. House of Representatives. 99th Congress, 2nd Session.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
PUB DATE- 1 Dec 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Programs; Federal Programs; *Job Training; *Outcomes of Education; Postsecondary Education; Program Costs; *Program Effectiveness; Student Financial Aid; *Training Allowances; Unemployment; *Veterans Education
IDENTIFIERS- Congress 99th; *Emergency Veterans Job Training Act 1983

Also, current LPN students were surveyed to obtain a socioeconomic profile of the LPN student to verify a conclusion from the Phase One report that the Kentucky LPN programs were helping an economically disadvantaged segment of the population. Tables are included. Appendixes consist of survey instruments, support letters, and the Phase One report. (KC)

ED 288 025
CE 048 892

Crosby, Richard K.
Exit Math Competencies for Selected Industrial Education Post-Secondary Programs in Kentucky (Drafting, Electricity, Electronics, Machine Shop).
Louisville Univ., Ky. Dept. of Occupational and Career Education.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competence; Competency Based Education; *Drafting; Educational Needs; *Electricity; *Electronics; *Machine Tools; *Mathematical Applications; *Mathematics Instruction; Postsecondary Education; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Kentucky

This guide was prepared to assist in determining the mathematics that should be included in drafting, electricity, electronics, and machine shop programs. Information for the guide was obtained by asking teachers from every postsecondary vocational school in Kentucky to respond to a questionnaire listing mathematics competencies for their specialty by marking each competency as "needed" or "not needed." The guide is organized in four sections. The first section provides a background for understanding and using the handbook information. The "how" and "why" of what was done are explained in this section. The second section deals with the mathematics competencies for the four programs. Listed are common competencies, competencies specific to programs, and information on using the competency information. Since it may be difficult to visualize a mathematics competency, the third section gives two examples for each mathematics competency selected by the instructors. The fourth section contains resource information provided by the vocational educators. The appendixes include: (1) a list of participants; (2) the survey forms; (3) survey responses; (4) competencies not selected by instructors; and (5) additional competencies submitted by instructors. (KC)

ED 288 053
CE 048 949

Franck, Carl R.; And Others
In-Country TEFL/Crossover Tropical Agricultural Training Manual. Trainer's Edition. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-37.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 85
NOTE- 641p.; For a related trainee manual, see CE 048 950.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Agricultural Education; Agricultural Occupations; Agricultural Production; *Agriculture; Animal Husbandry; Behavioral Objectives; *Course Content; Course Organization; *Demonstration Programs; *Developing Nations; Economic Development; Educational Objectives; Educational Resources; English (Second Language); Farmers; Foreign Countries; Models; Postsecondary Education
IDENTIFIERS- *Peace Corps; *Thailand

This trainer's manual was developed for two purposes: (1) as a record of what was done with the 1984 Test of English as a Foreign Language (TEFL)/Crossover Agricultural Training program in Thailand, and (2) as a resource to share with other Peace Corps countries where in-country basic tropical agriculture training is conducted. Throughout the manual, pages providing information for the trainer are marked with a "T" preceding the page number and are interspersed with pages for the trainee. The manual is organized in four parts. Part I contains a lengthy introduction that describes some aspects of the design that focus on hands-on experience, small-scale projects, community focus, a strong general foundation, independent learning, training responsibility, and integration of the training components. A list of performance objectives by skill group is included, and information is also provided on staffing and the training farm. Part II includes the overall training schedule, which lists session by session, week by week, the titles, the times, and the place of each training session. It also includes notes about contingencies, livestock care, and revisions in the schedule. The training program calendar lists tasks that must be accomplished by the week. Part III is divided into weeks. Each week includes the schedule and the session designs for that week. Part IV includes the program specific training sessions for the TEFL/Crossover program (as Appendix A), an alternate schedule, job descriptions, an alternate staffing pattern, evaluation forms and tests, a glossary of technical vocabulary in Thai and English, and a section on language sessions, cross-cultural sessions, role in development sessions, home-stay, and a list of resources. (KC)

ED 288 093
CE 049 081

Home Economics Junior High School Curriculum Guide.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-76-9
PUB DATE- 87
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Clothing Instruction; Course Content; Course Organization; Educational Objectives; Educational Resources; *Family Life Education; *Foods Instruction; *Home Economics; Junior High Schools; Lesson Plans; Secondary School Curriculum; Student Characteristics; Student Evaluation; Teaching Methods; Textiles Instruction
IDENTIFIERS- *Alberta

This curriculum guide contains the curriculum scope and sequence for the junior high school home economics program in Alberta, Canada. The first part of the guide provides an overview of the program in narrative format. Information is included on the rationale, goals, content, management process, characteristics of the adolescent learner, development of desirable student characteristics, facilities, learning resources in French and English, student evaluation, and the scope of the senior high school home economics curriculum. The second part of the guide contains the scope and sequence for the junior high curriculum, organized in three levels and grouped in three subject areas for each level (family studies, food studies, and clothing and textile studies). For each level and subject, the guide contains the following components: generalizations, objectives, implementation procedures, content, and process questions. (KC)

ED 288 094
CE 049 089

Ciavarella, Michael A.
A Plan to Implement the Recommendations of Counseling Personnel Who Participated in Six Pennsylvania Regional Workshops Designed to Update Counselors' Competencies and Skills in the Area of Career Guidance. Final Report.
Dauphin County Technical School, Harrisburg, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 31 Aug 87
NOTE- 87p.
CONTRACT- 86-7008
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Competence; Coordination; *Counselor Training; Information Dissemination; *Information Networks; Linking Agents; Program Content; Program Improvement; Regional Planning; *Regional Programs; Secondary Education; *Statewide Planning; *Workshops

ED 288 151
CG 020 324

Norwood, Lucille
Pomeroy House: A Residential Treatment Program for Recovering Alcoholic Mothers and Their Children.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Conference of the National Council on Alcoholism (San Francisco, CA, April 18-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Education; *Alcoholism; Change Strategies; Children; Counseling; *Drug Rehabilitation; Interpersonal Competence; *Mothers; *Parent Child Relationship; Parent Education; Psychological Patterns; *Residential Programs
IDENTIFIERS- *Pomeroy House CA

Pomeroy House, a long-term residential treatment program in San Francisco, California, was created to help recovering alcoholic mothers and their children. Eight to 10 families stay at Pomeroy House for a minimum period of 6 months with extensions of up to 9 or 12 months, and the alcoholic mothers care for their children while recovering from alcoholism. If a mother decides to stay the later three to six months, she must be involved in school, employment, or volunteer work. Mothers and children receive group counseling, alcohol education, individual counseling, family therapy, mother-child interaction group counseling, and family and parenting classes. Alcoholic mothers and their children face many problems: (1) newly recovering mothers are often overwhelmed by guilt concerning abuse or neglect of their children while drinking; (2) alcoholism affects the health of mothers and children; (3) the recovery of mothers and children is often affected by the trauma of family violence; (4) many alcoholic women are polydrug abusers; (5) two generations of children of alcoholic parents often comprise the clients at Pomeroy House; and (6) the impoverishment of women and children is a serious problem. Abstinence alone does not guarantee happiness. Mothers who are overprotective, withdrawn and depressed, narcissistic, or aggressive and controlling need to change destructive patterns of communicating and relating to their children. The children, in turn, may have trouble relating to and trusting others, including their mother. Pomeroy House helps mothers and children learn positive interactions and experience a healthy relationship. (NB)

ED 288 165
CG 020 339

Butler, Robert N.
A Generation at Risk: When the Baby Boomers Reach Golden Pond.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 84
NOTE- 19p.
AVAILABLE FROM- Hogg Foundation for Mental Health, Attn: Publications Division, P.O. Box 7998, Austin, TX 78713-7998.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging (Individuals); Change Strategies; Economic Change; *Financial Needs; *Futures (of Society); *Long Range Planning; *Population Trends; Public Policy; *Retirement Benefits

The 20th century has seen average life expectancy in the United States move from under 50 years to over 70 years. Coupled with this increase in average life expectancy is the aging of the 76.4 million persons born between 1946 and 1964. As they approach retirement, these baby-boomers will have to balance their own needs with those of living parents and even grandparents, while having fewer family members to turn to for help as a result of having fewer children, more divorce, and more social isolation. To minimize dependency and maximize productivity, society must spur institutional change. Although extending the work span by delaying retirement could add to finances needed in later years, a delayed-retirement strategy implies a full-employment economy. This issue must be explored, and the solidity and efficiency of retirement-income programs must be evaluated. The use of tax breaks to encourage people to plan for their own retirement should be considered. While some feel that improvements in longevity have been accompanied by improvements in health, trend data suggest that sickness and disability rates by age bracket have held steady over the last decade, projecting a heavier load of sickness and disability in the 21st century. Consequently, there will be a need for more geriatric physicians in the future. All of these issues must be addressed and well-conceived policies must be created in order to make later life a time of options. (NB)

ED 288 166
CG 020 340

Franklin, Betty; Smith, Bert Kruger
OASIS for the Old.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Hogg Foundation for Mental Health, Attn: Publications Division, P.O. Box 7998, Austin, TX 78713-7998.
LANGUAGE- English

Results suggest the efficacy of the All Day Kindergarten Program. Based on the evaluation results, a continuation of the program was recommended for the following school year. (A teacher census form, an inservice evaluation form, and a Chapter 1 parent involvement survey form are appended.) (NKA)

ED 288 180
CS 008 958

Johnson, Jessie
Adaptation of Curriculum, Instructional Methods, and Materials Component: Instructional Aide Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 87
NOTE- 50p.; For the previous year's report, see ED 285 943.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Basic Skills; Class Activities; Grade 1; Inservice Education; Instructional Effectiveness; *Instructional Improvement; Kindergarten; Language Arts; Low Achievement; *Oral Language; Primary Education; Program Descriptions; Program Effectiveness; Program Evaluation; Reading Improvement; *Reading Skills; Remedial Instruction; Teacher Aides; *Underachievement; *Written Language
IDENTIFIERS- Columbus Public Schools OH; Comprehensive Tests of Basic Skills; Direct Instruction

The Instructional Aide Program of the Columbus (Ohio) Public Schools trained instructional aides to provide direct instruction to selected underachieving pupils in the classroom setting. The aides attended in-service training sessions and were provided with supplementary materials and numerous instructional activities in the areas of oral language, written language, and reading skills. Teachers involved in the program were assigned an aide to supervise for half a day every day during the 1986-1987 school year. The program, which involved 2,224 kindergartners and first graders, 158 aides, and 224 teachers, was implemented through the practice of daily instructional activities to strengthen and extend regular classroom work. Emphasis was placed on activities to enhance language arts skills needed to be successful in school. Components of the Comprehensive Tests of Basic Skills (CTBS 1981) were administered as pre- and posttests to 39 kindergarten and 1,378 first grade students who met attendance requirements. Results indicated that all the program objectives for kindergarten students were achieved, and that all objectives but one were achieved for the first grade students. The Normal Curve Equivalent (NCE) objective called for an average gain of 1.0 for each month, but the total average gain was 2.3 NCEs for the seven-month period. However, teacher ratings indicated that the reading skills of target pupils were substantially enhanced through direct interaction with the instructional aides. Findings suggest that the program was effective and should be continued. (A pupil census form, classroom teacher and instructional aide program survey forms, and an instructional aide assessment instrument form are

Twenty-two guidelines are presented, each followed by representative enabling activities with suggested texts for the three grade groups. General guidelines emphasize the study of significant literary works, basing instruction on students' experiences, and developing an interrelated program that is integrated across the curriculum. A summary of the 22 guidelines concludes the guide. (JG)

ED 288 194
CS 210 844

Handbook for Planning an Effective Literature Program, Kindergarten through Grade Twelve.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0320-7
PUB DATE- 87
NOTE- 73p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; Class Activities; *Curriculum Development; Educational Media; Educational Philosophy; Elementary Secondary Education; English Literature; Group Dynamics; *Language Arts; Learning Activities; Listening Skills; Literary Genres; *Literature Appreciation; Reader Response; *Reading Instruction; Reading Skills; Teacher Role; Teaching Methods; Theater Arts; United States Literature
IDENTIFIERS- Cultural Literacy

Intended for teachers, administrators, consultants, parents and students who wish to review and improve elementary and secondary educational programs, this handbook provides essays discussing educational research, teaching philosophies and methods, instructional materials, and curriculum planning strategies in relation to the teaching of literature. Chapter 1 discusses the value of teaching literature for promoting aesthetic and intellectual growth, and a sense of rootedness, citizenship and ethical responsibility. Chapter 2 provides a profile of an effective literature program, covering topic and textbook selection criteria, depth of content, language use, and teaching suggestions of four grade span levels. Chapter 3 discusses the teacher's role in the program, including the teacher's responsibility to show students how to read a literary work with sensitivity and confidence, and not to provide "here's-what-it-meant" lectures. Chapter 4 identifies aids to an effective literature program, such as parental support, in-service teacher education, and school libraries and media centers. The handbook concludes with a checklist for assessing a school's literature program along the lines of the previous chapters and a nine-page list of selected references. (JG)

Relationship; Inplant Programs; Public Speaking; Speech Communication; Staff Development; *Teacher Retirement; Teaching Methods; *Technical Writing; Writing Difficulties; *Writing Instruction; Writing Skills

Intended for retired teachers of high school or college composition or speech courses, this paper offers suggestions to retirees for setting up similar courses in corporations. The first section of the paper notes that retired instructors have skills useful to industry and gives suggestions for, among other things, formation of possible courses, class size limits, and length of the course. The second part of the paper offers a brief review of techniques for teaching technical communication courses, and suggests varied teaching techniques such as discussions, lectures, individual conferences, workshops, and homework assignments. Suggested areas of evaluation are included. In the third section, samples of a syllabus for a course in effective writing are offered, including reading and writing assignments. The final section discusses representative courses of study for an in-house technical communication course, and reports on the success of a 2-day seminar on effective technical and business writing. This section also includes the agenda and reading lists for the seminar. (Ten references are included.) (JC)

ED 288 208
CS 505 680

Barge, J. Kevin
Organizational Identification and Social Motivation: A Field Descriptive Study in Two Organizations.
PUB DATE- [85]
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Employer Employee Relationship; Interpersonal Communication; Language Usage; *Leadership; *Leadership Qualities; Leadership Styles; Motivation; Organizational Climate; *Organizational Communication; *Organizational Objectives; *Work Attitudes
IDENTIFIERS- Communicator Style; *Conversation; Conversational Management; *Leadership Effectiveness; Organizational Culture; Organizational Research; Social Motivation

A study examined the relationships between leadership conversation and its impact upon organizational members' levels of organizational identification and behavior. It was hypothesized (1) that effective leader conversation would be associated with higher levels of role, means, goal and overall organizational identification, and (2) that conversations by leaders perceived as effective rather than ineffective would be viewed as more intrinsically and extrinsically motivating. Subjects, 66 employees from two large midwestern hospitals, were selected by using a proportionate stratified sampling technique and were then given a highly structured interview. Subjects were asked to identify two individuals considered leaders, one of whom provided effective the image is nonviolent the ideology behind the image must be violent as an expression of the male world vision. Dworkin's rhetoric thus blames men while avoiding questions such as why some men are not drawn to pornography. Instead of finding "male truth" Dworkin has created a radical feminist myth of male truth. Her ultimately unproductive rhetoric allows for no commonality among men and women, and serves only to separate the sexes further. (Notes are attached.) (NKA)

ED 288 222
CS 505 800

Chang, Gen Ling; Wells, Gordon
The Literate Potential of Collaborative Talk.
PUB DATE- 87
NOTE- 29p.; Paper presented at the Meeting of the International Oracy Convention (Norwich, Norfolk, England, March 30-April 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Communication (Thought Transfer); Communication Skills; *Cooperation; Elementary Education; Grade 3; Grade 4; Group Behavior; Mutual Intelligibility; *Participative Decision Making; Peer Relationship; *Problem Solving; Self Directed Groups; Teamwork; *Verbal Communication
IDENTIFIERS- Collaborative Learning; *Collaborative Talk

Noting that collaboration can enhance children's ability to solve problems of increasing difficulty, this paper discusses the theory of collaborative talk in the classroom and how it can be applied. The first section of the paper introduces the notion of collaborative talk by describing a classroom setting and offering an excerpt of two children working on a project and planning together. The second section explains more fully the role of talk in active learning and how it facilitates cognitive development and independent learning. The third section looks at collaborative talk as enabling and empowering children's learning, and exhorts teachers to help students without overpowering their efforts, while the fourth section discusses the characteristics of collaborative talk, including achieving a shared understanding of a task, and offering opinions and alternatives. The fifth section illustrates how collaborative talk works in one classroom by offering excerpts of talk from a third and fourth grade classroom. This section points out specifically where the teacher clarifies the conversation without dominating it. A final section discusses the attainment of literate thinking through talk, and notes the connections between literate talk and literate reading and writing. (Twenty-nine references are included.) (JC)

Closing the Education Gap: A Mayo Clinic Approach to Academic Achievement.
PUB DATE- Feb 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; *Disadvantaged; Elementary Secondary Education; Equal Education; Expectation; *Mathematics Education; *Potential Dropouts; *Science Education
IDENTIFIERS- *Duval County Public Schools FL

Despite recent efforts to provide equal education, agreement exists that blacks, females, and disadvantaged students as a group are outperformed in mathematics and science by white middle-class students. To help disadvantaged students, the Duval County Public Schools (Jacksonville, Florida) have developed a "Mayo Clinic" approach to education that treats students as individuals with unique circumstances. This paper summarizes successful features of the program and evaluates its progress. Duval eliminated social promotion factors by implementing a plan requiring students to master specific competencies before progressing to the next grade level. To address the gap between black and white students' Scholastic Aptitude Test scores, the Stimulating Aptitude Skills project was developed. Students electing to participate in the test preparation program were evaluated to determine particular deficiency areas, and an instructional program was developed based on the diagnosis. Black students taking the course scored significantly higher on the SAT. The program is also useful in identifying and assisting potential dropouts and retrieving school leavers. The biggest project to emerge from the gap study is Project BASE (Blacks for Academic Success in Education), which involves parents, churches, and businesses in helping students adopt beneficial lifestyle changes. The program has succeeded in changing teachers' attitudes, expectations, and instructional approaches. Black students' achievement gains continue to be remarkable, and more are joining Project BASE each year. (MLH)

ED 288 236
EA 019 706

Astuto, Terry A.; Clark, David L.
The Effects of Federal Education Policy Changes on Policy and Program Development in State and Local Education Agencies. Occasional Paper No. 2.
University Council for Educational Administration.
PUB DATE- Mar 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials

School Effectiveness Study.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Education; *Instructional Leadership; *Models; Outcomes of Education; Public Schools; *Research Needs; *School Effectiveness; *Socioeconomic Status
IDENTIFIERS- *Effective Schools Research; *Louisiana

Despite the proliferation of school improvement projects and school effectiveness research during the 1980s, there have been very few methodologically rigorous, large-scale, widely published school effectiveness studies. As a result, the research base is thin and needs to be updated. This paper presents a brief history of the Louisiana School Effectiveness Study (LSES), summarizes major findings, describes models for the long-term development of effective and ineffective schools, and delineates possible new research directions. Begun in response to a 1977 legislative mandate, the LSES study involved three phases: a pilot study, a data-gathering phase involving a stratified sample of 76 elementary schools, and a more detailed analysis of eight matched pairs of schools. The study disclosed (1) significant between-student variance; (2) results generalizable to various parts of the United States; (3) the stability of outcome, process, and relational measures; (4) the importance of "readily alterable" school climate variables; (5) the significance of certain contextual variables like teacher behavior; (6) strong connections between teacher effectiveness and school effectiveness variables; (7) the significance of instructionally focused leaders; and (8) positive effects of internally initiated school improvement. Various steps that lead toward becoming either a highly effective or an ineffective school are also outlined. Four types of large-scale studies are needed: (1) correlational; (2) self-directed school improvement efforts; (3) well-controlled change studies; and (4) long-term studies on the relationship of school effectiveness and socioeconomic status. Included are 1 figure, 2 tables, and 39 references. (MLH)

ED 288 249
EA 019 739

Kirst, Michael W.
Who Should Control Our Schools: Reassessing Current Policies.
PUB DATE- Aug 87
NOTE- 43p.; Paper prepared for the Breckenbridge Forum for the Enhancement of Teaching (Trinity University, San Antonio, TX, August 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

excellence that includes both instructional and school management issues. Recent research suggests that effective principals can make a significant difference in their schools' instructional programs through a combination of personal traits, particularly a strong belief in their schools, and the management strategies used to oversee and guide instruction. This bulletin examines some of the issues and tasks associated with instructional leadership from the perspective of instructional concerns and from the study of leadership behaviors. Within the contexts influencing learning--in communities, in the school's organization, and in the values held by their staffs--reside both the problems and the resources with which instructional leaders work. After considering contexts, this bulletin looks at factors affecting the technology of instruction, including objectives, evaluation, staff development, and organizational climate. Finally, the document concludes by discussing the advantages of sharing leadership responsibilities to promote better instruction and improve student performance. Appended are 46 references. (MLF)

ED 288 262
EA 019 781

Richardson, Sandra C.
Actual and Ideal Role Perceptions of Instructional Supervisors in the Public Schools of Virginia.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Southern Regional Council on Education Administration (Gatlinburg, TN, November 8-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Instructional Improvement; *Instructional Leadership; *Public Schools; *Supervisors; *Theory Practice Relationship
IDENTIFIERS- *Virginia

The ultimate goal of instructional supervisors is to improve instruction by working with teachers and planning, organizing, and evaluating the curricula. A literature review indicates that in reality instructional supervisors are apt to spend most of their time on routine school maintenance functions. The inconsistency between job descriptions and actual supervisory roles needs to be acknowledged and eliminated. Conducted in Virginia schools, this study attempted to determine if differences existed in selected instructional supervisors' perceptions regarding the amount of actual and ideal time allocated for identified supervisory roles. A research-based questionnaire was constructed to include seven roles: curriculum development, staff development, program evaluation, resource provision, information dissemination, instructional leadership, and administrative duties. After a pilot study was conducted, a target population of 726 instructional supervisors was selected from public schools in Virginia. Out of this group, 50 percent (363) were randomly chosen and mailed the live and/or work in the community after high school. Based on a functional/critical skills model, the curriculum is organized in four learning domains: domestic (personal health care, home care, and family life/social interactions); community (transportation, consumer services, schooling, and agencies and facilities); career/vocational (training models, occupational options); and recreation/leisure (sporting events, community services, vacation, family/social events, schooling, and hobbies/interests). The curriculum stresses the need for age appropriate instruction in natural environments, consideration of student and parental preferences, and a thrust toward independence. (CL)

ED 288 276
EC 200 595

Wasserwald, Lee
De-Fusing Dyslexia. Part II.
PUB DATE- Jun 86
NOTE- 31p.; For part 1 of this study, see ED 265 707. Portions of appendixes may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Behavior Change; Brain Hemisphere Functions; *Dyslexia; *Exercise; *Motor Development; Parent Attitudes; Perceptual Development

In a continuation study, 12 students with dyslexia participated in muscle testing and exercises. Six areas were evaluated via pre- and post-tests: academics (using measures of spelling, reading, and math); parental observations of changes in their children (behavioral, academic or affective); perceptual drawing; oral reading; written language; and information retention. Eleven of the twelve students showed significant growth in one to six of the academic tests. Parental observations revealed 10 positive responses. There was no pattern evident in scores on the Slossom Perceptual Drawing Test. Six students showed positive significant results in accuracy on oral reading samples, and seven demonstrated significant comprehension improvements. Copies of letters written by parents are appended. (CL)

ED 288 277
EC 200 596

Harlan, Nancy T; Tschiderer, Patricia A.
A Primary Prevention Program: Teaching Models I and II.
Prince George's County Health Dept., Cheverly, MD. Div. of Speech and Audiology.
PUB DATE- 22 Nov 86

ED 288 290
EC 200 761

Strum, Irene; And Others
Vocational Assessment in Special Education.
New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Selection (Students); Cultural Context; *Disabilities; Elementary Secondary Education; *Interest Inventories; Prevocational Education; Special Education; Student Educational Objectives; Student Evaluation; *Student Interests; Vocational Aptitude; *Vocational Evaluation; *Vocational Interests; Work Sample Tests
IDENTIFIERS- New York (New York)

An important component of vocational assessment for handicapped children from kindergarten through adolescence is the measurement of interests. Direct measurements of interests generally provide inadequate information, because of the linear relationship between expressed interests and personal experiences and language development. In indirect measurement procedures, students' responses to stimuli are grouped into clusters of interests which can be related to specific occupations. Using an interest inventory supplies information that can be integrated with achievement and aptitude data to provide direction for selection of a specific program. Caution must be used in vocational assessment, as the development of interests and skills occurs in a cultural context and is influenced by length of residence in the United States, personal preferences, and English language proficiency. The New York City vocational assessment model is a holistic approach that enables junior high students to set vocational goals, complete an interest inventory, visit area high schools, and perform hands-on activities to allow teacher assessments of skills and abilities. Opportunities are provided to familiarize students with a variety of work environments. (JDD)

ED 288 291
EC 200 762

Kinzer, Gay
Augmentative Communication with Computer Assist.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).

Curriculum-Based Vocational Assessment Handbook: A Guide to the
Implementation of Curriculum-Based Vocational Assessment
Activities. Revised.
Dependents Schools (DOD), Washington, D.C. European Area.
PUB DATE- Jul 86
NOTE- 69p.
CONTRACT- DAAG-34-85-M-3666; DAJA-37-85-M-0461
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Prevocational Education; Secondary Education; Skill Analysis; *Vocational Education; *Vocational Evaluation; Work Experience Programs
IDENTIFIERS- *Curriculum Based Assessment; *Dependents Schools

This handbook is for persons, especially teachers, who collect, evaluate, and apply vocational assessment information for handicapped students in the Department of Defense Dependents Schools (DoDDS). The approach used is a developmental curriculum-based assessment process which responds to the career/vocational programming sequence through the junior high/middle school and high school years. Chapter 1 presents the rationale for vocational education programs, describes the DoDDS approach, and identifies what benefits/outcomes can be expected. Chapter 2 describes the model for the program encompassing three levels: (1) initial assessment of readiness and awareness beginning in junior high/middle school prevocational courses and activities; (2) assessment of work-related behaviors and skills in high school vocational education course work; and (3) assessment of work-related behaviors and skills in work experience settings. Chapter 3 gives a detailed breakdown of implementation steps with specific instructions for those personnel participating. Appendices include assessment rating forms and listings of references and resources for those who wish to further investigate the basis for the proposed activities. (VW)

ED 288 304
EC 200 775

Evaluating Service Programs for Infants, Toddlers and Their Families:
A Guide for Policymakers and Funders.
National Center for Clinical Infant Programs, Washington, DC.
REPORT NO.- ISBN-0-943657-12-1
PUB DATE- Jun 87
NOTE- 13p.; For a related document, see EC 200 776.
AVAILABLE FROM- National Center for Clinical Infant Programs, 733 Fifteenth St., NW, Suite 912, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Programs; Counseling; Elementary Secondary Education; Federal Programs; Foreign Countries; *Gifted; Gifted Disadvantaged; Identification; Inservice Teacher Education; *Mainstreaming; Parent Attitudes; *Special Education; State Programs; *Talent
IDENTIFIERS- Australia (Queensland); Australia (Western Australia)

These proceedings of a national Australian conference deal with many aspects of educating gifted and talented students and contain an opening address by I. Mathieson concerning the philosophy of the Queensland (Australia) State Education Department and a statement by James Gallagher, President of the World Council for Gifted and Talented Children. The texts of 34 presented papers are included, grouped in the following categories (sample topics in parentheses): (1) "National and State Perspectives" (emphasizing Western Australia); (2) "Identification and Selection Procedures" (including a paper on mathematics giftedness); (3) "Gifted Children in the Regular School Classroom" (examining cooperative learning, language arts, a longitudinal study, and use of literature); (4) "Learning and Teaching about the Gifted: In-Service and Pre-Service Programmes" (focusing on the intellect approach and the Enrichment Triad Model); (5) "Community-Supported Programmes" (including a presentation on study skills); (6) "Disadvantaged and Underachieving Gifted Students" (highlighting gifted geographically isolated students); (7) "Parental and Counselling Perspectives"; (8) "Research and Clinical" (studying the very gifted and the mathematically gifted). An appendix briefly describes a 1984 international conference on education for the gifted, "Ingenium 2000." (JDD)

ED 288 319
EC 200 797

Werner, David
Disabled Village Children. A Guide for Community Health Workers, Rehabilitation Workers, and Families. First Edition.
Hesperian Foundation, Palo Alto, CA.
REPORT NO.- ISBN-0-942364-06-6
PUB DATE- May 87
NOTE- 703p.
AVAILABLE FROM- Hesperian Foundation, P.O. Box 1692, Palo Alto, CA 94302 ($9.00, 12 or more, $7.00 each).
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adolescents; *Assistive Devices (for Disabled); Attitude Change; Career Development; Child Development; Children; Clinical Diagnosis; *Community Health

represented university programs, state agencies, and national associations. Additional prepared statements, letters, and supplemental materials represented state developmental disabilities and advocacy agencies; local, state, and national voluntary organizations; and concerned parents. (JDD)

ED 288 333
EC 201 214

Greenspan, Stanley I., Ed.; And Others
Infants in Multirisk Families. Case Studies in Preventive Intervention. Clinical Infants Reports Series.
National Center for Clinical Infant Programs, Washington, DC.
REPORT NO.- ISBN-0-8236-2645-8
PUB DATE- 87
NOTE- 614p.
AVAILABLE FROM- International University Press, 59 Boston Post Rd., Madison, CT 06443-1524 ($40.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Child Development; Clinical Diagnosis; *Disabilities; Early Childhood Education; Family Influence; Handicap Identification; *High Risk Persons; *Infants; *Intervention; Longitudinal Studies; Mothers; Outcomes of Treatment; Parent Counseling; *Prevention; Program Development; *Psychopathology; Therapy
IDENTIFIERS- *Clinical Infant Development Program

Work conducted by the Clinical Infant Development Program (CIDP) of the National Institute of Mental Health, involving 47 multirisk families and their infants over a period of several years, is described. Part I contains four detailed case studies by Delise Williams, Euthymia Hibbs, Serena Wieder and others, providing data for comprehensive clinical preventive approaches for infants and their families. Several analytic chapters are also included: "Staffing, Process, and Structure of the Clinical Infant Development Program" (Serena Wieder and Stanley Greenspan); "The Infant Center: A Developmentally Based Environment to Support Difficult Lives" (Serena Wieder and Patricia Findikoglu); and "Reaching the Unreachable: Measuring Change in Relation to Intervention" (Serena Wieder). Part II, titled "Models for Clinical Programs," includes: "Antecedent Psychosocial Factors in Mothers in Multirisk Families: Life Histories of the 47 Participants in the Clinical Infant Development Program" (Serena Wieder et al.); "A Model for Comprehensive Preventive Intervention Services for Infants, Young Children, and Their Families" (Stanley Greenspan); "Dimensions and Levels of the Therapeutic Process" (Stanley Greenspan and Serena Wieder); "A Developmental Diagnostic Approach for Infants, Young Children and Their Families" (Stanley Greenspan, et al.); and "Conclusions: Theoretical Perspectives on Research Regarding Psychopathology and Preventive Intervention in Infancy" (Stanley Greenspan). Appendices focus on a model of cost-effectiveness analysis of services, and the clinical entry

IDENTIFIERS- *Dominican Republic; *Mexico

A guide for student teachers planning to travel or work in Latin America contains general information about living in Latin America and profiles of Mexico and the Dominican Republic. The general information addresses these issues: travel, what to take along, culture shock, greetings, generalizations about Hispanic culture, values, given names and surnames, profanity, reading signs, space and noise, machismo, regionalism, religion, "personalismo," shopping, entertainment, servants, and public transportation. The sections on Mexico and the Dominican Republic offer information on topics such as geography, climate, national history and heritage, international relations, government, educational systems, food, money matters, holidays, clothing, entry requirements, religion, and health problems. Additional readings are suggested for each section. (MSE)

ED 288 348
FL 016 935

Lambert, Richard D., Ed.
Foreign Language Instruction: A National Agenda.
American Academy of Political and Social Science, Philadelphia, Pa.
PUB DATE- Mar 87
NOTE- 251p.
AVAILABLE FROM- The Annals, c/o Sage Publications, Inc., 2111 West Hillcrest Dr., Newbury Park, CA 91320 (members, $6.95 per volume, $10.00 clothbound; nonmembers, $7.95 per volume, $15.00 clothbound);
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Curriculum Development; Difficulty Level; *Educational Needs; *Educational Strategies; Educational Technology; *Educational Trends; Experimental Programs; Federal Government; Humanistic Education; Information Dissemination; *Instructional Innovation; Language Maintenance; *Language Proficiency; Language Teachers; Language Tests; Linguistic Theory; Second Language Instruction; Second Language Learning; Teacher Education; Technological Advancement; Translation

A collection of papers of directions in second language education includes: "The Improvement of Foreign Language Competency in the United States" (Richard D. Lambert); "The Measurement of Foreign/Second Language Proficiency" (Lyle F. Bachman, John D. Clark); "Advanced Technology in Foreign Language Instruction and Translation" (John Fought); "Recent Innovations in Language Teaching Methodology" (Diane Larsen-Freeman); "The Language Teaching Curriculum and a National Agenda" (Dale L. Lange); "The Experimental Classroom" (Michael H. Long); "Truly Foreign Languages: Instructional Challenges" (Eleanor H. Jorden, A. Ronald Walton); "Training for High-Level Language Skills" (Cornelius C. Kubler); "Language Teaching in the Federal Government: A Personal Perspective" (Ray T. Clifford); "Foreign Language Teacher Education: Current Practices and an Assessment of Needs" (Alice C. Omaggio, Stanley L. Shinall); "Dissemination and Diffusion of

ED 288 067
CE 048 973

Towns, Kathryn; And Others
PROBE: Empowering the Individual (A Case Study).
PUB DATE- Oct 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Attitude Change; *Counseling Services; *Displaced Homemakers; Employment Potential; Fatherless Family; Females; Interpersonal Competence; Job Search Methods; Job Skills; *One Parent Family; Peer Groups; Postsecondary Education; *Reentry Students; *Reentry Workers; *Referral

The Potential Reentry Opportunities in Business and Education (PROBE) counseling and referral system is intended to help single parents and displaced homemakers gain greater control over their own lives, careers, and futures. PROBE began in 1975 as a campus-based program at Pennsylvania State University and became community based in 1977. PROBE, which is based on the premise of counseling for empowerment, involves three steps. The rapport that is initially established between a PROBE counselor and an individual client is transferred first to bonding within a peer group. This trust in a peer group is eventually transformed into a belief in one's own decision-making capabilities (thus reflecting a passage of trust from supportive counseling to peer group to self).

PROBE is designed to provide clients with access to accurate and current information about themselves and their options; the support and skills necessary to make positive decisions, formulate plans, and implement them; and progress at their own individual rates of transition and development. PROBE offers eclectic and pragmatic client-centered counseling and has devised an intensive job preparation program (in the form of job readiness groups) that covers interpersonal, work-related, and job search skills. For the past 10 years, PROBE has had a success rate of more than 85 percent. Besides its direct services, PROBE also has an active research component. (MN)

ED 288 107
CE 049 515

Participation in Adult Education: Current Population Survey, May 1984 [machine-readable data file].
Bureau of the Census (DOC), Washington, D.C. Data User Services Div.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.; Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- EF-000236; ICPSR-8153 (May 1981); ICPSR-8461; ICPSR-9015 (May 1978)
PUB DATE- 84
NOTE- Survey results are summarized in the triennial publication "Participation in Adult Education"; for 1984 edition see ED 274 800.
AVAILABLE FROM- (1) Bureau of the Census, Data User Services Division, Customer Service, Washington, DC 20233. Telephone: (301) 763-4100. ($175 per tape). (2) U.S. Department of Education, Office of Educational Research and Improvement (OERI), Information Services, Washington, DC 20288. Telephone: (800) 424-1616. (SAS file, $150). (3) Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; Adults; *Courses; Educational Background; Employment; Employment Statistics; *Enrollment; Family Size; Full Time Students; Job Search Methods; Marital Status; National Surveys; *Occupations; Part Time Students; Race; Sampling; Sex; Spanish Americans; Statistical Surveys; Unemployment; Veterans; Vocational Education; Wages; *Young Adults
IDENTIFIERS- *Current Population Survey

The "Participation in Adult Education" machine-readable data file (MRDF) is prepared triennially for the Center for Education Statistics (CES) by the Bureau of the Census, as a supplement to its regular "Current Population Survey" (sponsored by the Bureau of Labor Statistics). Previous specialized surveys in this series have been conducted in 1969, 1972, 1975, 1978, 1981, 1984, 1987. This description is based on the 1984 survey. The file contains comprehensive information on adult education participants, courses, providers, and financing. The definition of an adult education participant is: a person, 16 or older, engaged in one or more activities of organized instruction, excluding full-time enrollment in high school or postsecondary education. In 1984, the probability sample selected to represent the universe (of an estimated 80,000,000 households) consisted of 71,000 households located in all states and 44 Standard Metropolitan Statistical Areas (SMSAs), ranked by population size. About 58,000 households responded to the survey, providing comprehensive data for all household members ages 14 or over (about 122,000 persons from an estimated universe of 170,000,000 such persons) on employment status, occupation, age, sex, race, marital status, veteran status, educational background, household relationship, armed forces membership, and Hispanic origin. In addition, demographic data are included for about 34,000 children age 0-13 living within these households. Statistics on adult education participation were restricted to persons 16 years old or over, and included such variables as: courses taken; general course subject area; main reason for taking course; whether applicable toward meeting requirements for a certificate, diploma, degree, or license; who provided the instruction; source of payment; dollar amount paid. Among the highlights were: (1) about 14 percent of adults participate in adult education; (2) most adult education courses are taken for job-related reasons; (3) participation in adult education is growing, while full-time college enrollment has stabilized. TYPE OF SURVEY: National Survey; Sample Survey. FREQUENCY: Triennial. RESPONDENTS: Adult Population (14 years and over). YEAR OF FIRST DATA: 1969. POPULATION: Adult Population (14 years and over) (> 170,000,000); Housing Units (> 80,000,000). SAMPLE: Adult Population (14 years and over) (122,000); Housing Units (71,000). (CDM/WTB)

ED 288 121
CG 020 294

Grannis, Joseph C.
Young Adolescents' Stress in School, Self-Reported Distress, and Academic Achievement: A Longitudinal Study in an Urban Middle School.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- 22 Apr 87
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; *Black Students; *Grade Point Average; Intermediate Grades; Junior High Schools; *Locus of Control; Longitudinal Studies; *Preadolescents; *Stress Variables; Urban Schools
IDENTIFIERS- New York (New York)

In the 1982-1983 school year, the Public Education Association, an educational advocacy organization in New York City, undertook an action research project on young adolescents' stress in school. The project was located in one inner-city intermediate school for 4 years and is now following graduates of that school in the city's high schools. As part of this project, 90 students completed a project instrument to measure school stress in the fall of the eighth grade. Fifty-three of these students had completed an earlier version of the instrument in the sixth grade and 72 had completed it in the seventh grade. Results revealed that stress variables were more crucial to the boys' grades than to the girls' grades for this sample of black inner-city youth. Girls appraised stressor events as more upsetting than did boys, and this was associated with girls' higher grades. Other results suggest that locus of control, stressor appraisal, and stressor frequency may all be derivative of students' being more or less able in mathematics. A reduction in level of stress perceived by students between the sixth and seventh grades may be attributed to the students' acclimatization to junior high school and/or to the project intervention. (Sixteen data tables are included.) (NB)

ED 288 122
CG 020 295

Covington, Stephanie S.
Sexuality and the Chemically Dependent Woman. A Group Facilitator's Guide.
Pangea Training Systems, San Diego, CA.
PUB DATE- 85
NOTE- 40p.
AVAILABLE FROM- Stephanie S. Covington, 1129 Torrey Pines Rd., La Jolla, CA 92037 ($8.00 plus $1.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Alcoholism; *Drug Addiction; *Females; *Group Counseling; *Leaders Guides; *Sexuality

This manual contains the first 2-hour session of a six-session sexuality guide designed for clinicians and facilitators working with chemically dependent women. The content of the manual is appropriate for inpatient programs, outpatient programs, and after-care groups. The manual begins with an introduction to women's sexuality in the 1980s and an explanation of how alcoholism affects the physical, emotional, social, and spiritual aspects of the chemically dependent woman. This introduction can serve as background information for the facilitator and as a reference source for the facilitator's own session introduction. A set of guidelines lists skills needed to facilitate women's groups and to facilitate a sexuality session. A session overview lists participant goals, session length, topic sequence and recommended times, trainer materials provided, and materials needed for the session. The detailed session outline consists of two parts: the Content Outline column which is intended as a guide to the actual sequenced topics and activities for the session and the Facilitator Activity column which provides a step-by-step guide to the session activities listed in the Content Outline column, helpful facilitating hints, and references to appropriate resources. A list of trainer materials is included. (NB)

ED 288 136
CG 020 309

Roth, Nicki F.
Working with Fusion in Lesbian Couples.

PUB DATE- Sep 87
NOTE- 17p.; Paper presented at the Annual Conference of the American Association for Marriage and Family Therapy (44th, Orlando, FL, October 23-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Attachment Behavior; Counseling Objectives; *Counseling Techniques; Females; *Interpersonal Attraction; *Interpersonal Communication; *Interpersonal Relationship; *Lesbianism; Models
IDENTIFIERS- *Cohabitation

The phenomena of fusion within a lesbian relationship is described in a six-phased model. Fusion in relationships is defined as two incomplete people coming together in an attempt to make one more complete whole, the merging of two ego boundaries. The six phases discussed include ecstacy, getting married, the routine, depression/withdrawal, pulling apart/conflict, and ecstacy, again. Attention is focused on clinical considerations and therapeutic interventions. There is discussion of norms within the lesbian subculture that reinforce unhealthy patterns, diagnostic concerns, special treatment concerns when working with gay clients' and innovative treatment strategies. Clinical case examples highlighting both the dysfunctional aspects of these relationships as well as the potential for healthy outcomes for the women and/or the relationship are discussed. The paper contends that approaching the treatment with certain assumptions of health and potential for growth may allow many couples to have the opportunity to flourish individually while remaining with their lover. It concludes that, regardless of how long a couple remains in treatment, the therapist has an important opportunity to educate the women about their potential for mental health. (ABL)

ED 287 983
CE 048 468

Edwards, Judith
Learning Together. A Study Skills Handbook. Second Chance to Learn.
Workers Educational Association, Liverpool (England). West Lancashire/Cheshire District.
REPORT NO.- ISBN-0-948374-00-4
PUB DATE- 85
NOTE- 57p.
AVAILABLE FROM- Workers Educational Association, 7/8 Bluecoat Chambers, School Lane, Liverpool L1 3BX, England (2 pounds 50, plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; *Daily Living Skills; Economics Education; Foreign Countries; History Instruction; Learning Activities; Memory; *Notetaking; Political Science; Politics; Problem Solving; Reading; *Study Skills; Writing (Composition)
IDENTIFIERS- England

This handbook is designed for adults who left school at minimum leaving age with few or no qualifications and are returning to education many years later. Its focus is on a particular course in history, politics, and economics offered to students in Liverpool, England. The handbook is intended for use as the basis for group work, not for individual study at home. The book contains ideas, not set exercises. Teachers must supply suitable materials to work from and thus directly relate the learning to a particular course. Introductory materials provide information for students and teachers on how to use the book. Implementation of the 15-week Study Skills Workshop series is described. Ten chapters provide information and practical activities in the following areas: solving study problems; memory and studying; discussion, chairing, and reporting; reading to learn; notetaking from books; notetaking in lectures and meetings; writing an essay; preparing and presenting a talk; graphs and statistics; and straight and crooked thinking. A listing of recommended reading concludes each chapter. (YLB)

ED 287 984
CE 048 526

Florida's Favorite Career Development Resources. A Directory Compiled by Florida Career Educators.
University of North Florida, Jacksonville.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

effective task teams. Two problems have traditionally hindered the attainment of this goal: how to compose teams on bases other than ability or technical skill and how to classify team tasks, so that predictions can be made regarding performance in specific task environments. Recent research regarding the structure of personality suggests the possibility of composing groups in a more systematic way. Factor analytic studies of the trait vocabulary suggest some consensus that personality can be classified in terms of six broad dimensions: intellectance, adjustment, prudence, ambition, sociability, and likability. A means of classifying team tasks is also necessary to evaluate the relationship between personality and team performance. This is critical because the relationship of personality and team effectiveness depends substantially on the properties of the team task being performed. A task typology has been developed that is compatible with this model of personality. Putting this system for classifying task environments together with the new perspective on personality structure allows specific predictions to be made regarding team composition and team performance. Those predicted relations provide clear guidelines for selecting and training Navy team members. (YLB)

ED 287 998
CE 048 778

Thomas, Ruth G., Ed.
Higher Order Thinking: Definition, Meaning and Instructional Approaches.
Home Economics Education Association, Washington, D.C.
REPORT NO.- ISBN-0-911365-27-3
PUB DATE- 87
NOTE- 79p.
AVAILABLE FROM- Home Economics Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036 (Publication A261-08470).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Cognitive Development; *Critical Thinking; *Home Economics; Problem Solving; Secondary Education; *Teaching Methods
IDENTIFIERS- *Higher Order Skills; Thinking Skills

This publication shares current thinking, research, and practice in the area of higher order thinking skills with home economics educators, including teachers, supervisors, and teacher educators. The first three articles provide general discussions of thinking skills. They are "Introduction" (Ruth Pestle); "Can Higher Order Thinking Skills Be Taught? By What Strategies?" (Jeanette Daines); and "Gender as a Variable in Teaching Thinking" (Edna Anderson). The next six articles focus more specifically on teaching strategies and types of thinking. Titles are "The Role of Listening, Reading, and Writing in Higher Order Thinking: Implications for Home Economics Instruction" (Cheryl Fedje); "The Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills" (Wendy

In 1983, Congress established the Veterans' Job Training Act (VJTA) Program to provide stable and permanent employment for Korean Conflict and Vietnam era veterans who have been unemployed for long periods of time. About 99 percent of VJTA participants are male, 81 percent are white, 90 percent are at least high school graduates, and over 80 percent served in the Vietnam era. The average age for participants was 40, and those veterans who have had higher rates of unemployment since separation from military service or who have had longer periods of civilian labor force experience appear less likely to participate in the program. About 66 percent of participants enter occupations in the machine trades, structural work occupations, or professional/technical/managerial positions. The average hourly wage received by participants during training is $6.32, with completers averaging about $6.60 during training. About 40 percent of nondisabled participants complete training. The average cost per participant in $3,000 ($5,000 per completer). About one year after having completed the program, veterans average an 11 percent increase in their employment rate and a $45 weekly gain in earnings (for a total of $280). About 50 percent of the completers were still employed 16 months after completing the program. (This report is a summary of the supplementary report that was prepared by Centaur Associates, Inc., to evaluate the impacts of the VJTA.) (MN)

ED 288 012
CE 048 849

Donahue, Thomas R.
Jobs for the Future. An AFL-CIO View. Publication Number 179.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE- 12 May 87
NOTE- 13p.; Paper presented at the conference "The Next American Revolution: Crisis in Employment" (New York, NY, May 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Career Education; Employment; *Employment Opportunities; *Employment Problems; *Futures (of Society); Job Training; Labor Force; Technological Advancement; *Unemployment; *Unions

The employment crisis will not be caused by a less male, less white, and less English-speaking labor force. The future employment crisis will be, as always, on the supply side of the labor market. The number of new jobs does not match the number of people entering the work force. Jobs have been lost in manufacturing, while jobs in services have been created. America seems to be moving to a split-level economy with high-paying, high-skill jobs at the top and more low-paying, low-skill jobs at the bottom--and with fewer midlevel jobs. The labor force needs help to acquire the basic education and skills needed to adapt to the enormous change and to move up the economic ladder. Although more and better training is needed, the federal government may not have adequate resources, and at the state level, training funds have become a business subsidy

ED 288 026
CE 048 893

Tulloch, Charlotte
Vocational Teacher Education Study.
Kentucky Univ., Lexington. Coll. of Education.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 87
NOTE- 438p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Employment Projections; Higher Education; Labor Needs; Labor Supply; Outcomes of Education; Postsecondary Education; Teacher Attitudes; *Teacher Characteristics; *Teacher Education; *Teacher Education Programs; Teacher Employment; Teacher Persistence; *Teacher Qualifications; *Teacher Supply and Demand; *Vocational Education Teachers
IDENTIFIERS- *Kentucky

A study was conducted to determine the present state of vocational education in Kentucky and the supply of and demand for vocational teachers. Results are summarized for vocational teacher education in general and for teachers in the areas of agricultural education, business and office education, marketing and distributive education, health and personal services occupations, home economics education, industrial arts and industrial education, and special vocational education. Information is provided on numbers of teachers, age and experience, turnover, rank, degrees completed, enrollment in higher education, degree goals, institution awarding first degree, historical perspective, enrollment patterns, faculty, enrollment and output, follow-up of graduates, and potential changes. This document contains 166 statistical tables. Data from a national survey of vocational education teachers are also included. Appendixes include the study instruments and related documentation. (KC)

ED 288 027
CE 048 907

Bellott, Fred K.; And Others
Job Training Partnership Act Matching Fund Validation Study.
Memphis State Univ., Tenn. Bureau of Educational Research and Services.
SPONS. AGENCY- Tennessee State Board of Regents, Nashville.
PUB DATE- 31 Mar 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Educational Finance; Educational Planning; Federal Legislation; *Federal Programs; Federal

ED 288 040
CE 048 935

Integrated Programming System. Programming for Development. Peace Corps Information Collection & Exchange Programming Manual PR-002.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 86
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; *Economic Development; Federal Programs; Goal Orientation; *International Programs; Needs Assessment; Planning; *Program Development; Program Evaluation; Program Implementation; *Technical Assistance; Voluntary Agencies; *Volunteers
IDENTIFIERS- *Peace Corps

This handbook is designed to help Peace Corps programmers in planning, developing, implementing, and evaluating projects. The first four chapters describe the development process, discuss the purpose and mission of the Peace Corps, provide an overview of Peace Corps programming, and list project criteria. The next 19 chapters present the following actual programming steps: identifying broad programming opportunities, selecting problem areas for project development, establishing relationships with host country ministries, setting project goals, setting project objectives, determining volunteer assignments, conducting the task analysis, determining volunteer skill levels, estimating project and volunteer support needs, documenting the preliminary project design, optional Peace Corps/Washington consultation, developing the Quarterly Trainee Request Summary, developing the project plan, conducting site surveys, preparing the final trainee assignment criteria sheet, developing the preservice training plan, managing new projects, managing ongoing projects, and evaluation. The final chapter describes roles and responsibilities of Peace Corps staff and collaborating personnel. Sample forms, a glossary, and a bibliography are appended. (YLB)

ED 288 041
CE 048 936

Humphrey, Clare, Comp.; Meyer, Chris, Comp.
Peace Corps Programming in Small Enterprise Development: Three Case Studies and Analysis. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Case Studies Series CS-5.
International Small Enterprise Development Center, Xenia, OH.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Dec 85
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Developing Nations; *Economic Development; *Entrepreneurship; Foreign Countries; *International Programs; *Small Businesses; *Technical Assistance; Voluntary Agencies; Volunteers
IDENTIFIERS- Cameroon; Ecuador; *Peace Corps; Philippines

This manual provides a preliminary survey of Peace Corps activities in the area of small enterprise development and identifies some common factors leading to success or failure in programming this type of project. Chapter 1 presents an overview of Peace Corps policy toward and involvement in the field of small enterprise development. The emphasis is on more recent developments. Chapters

ED 288 054
CE 048 950

Franck, Carl R.; And Others
In-Country TEFL/Crossover Tropical Agricultural Training Manual.

Trainee Edition. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-37A.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 85
NOTE- 438p.; For a related trainer's manual, see CE 048 949.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Agricultural Education; Agricultural Occupations; Agricultural Production; *Agriculture; Animal Husbandry; Behavioral Objectives; *Course Content; Course Organization; Cross Cultural Training; *Demonstration Programs; *Developing Nations; Economic Development; Educational Objectives; Educational Resources; English (Second Language); Farmers; Foreign Countries; Learning Activities; Learning Modules; Lesson Plans; Models; Postsecondary Education; Units of Study; *Volunteer Training
IDENTIFIERS- *Peace Corps; *Thailand

Correlated to the trainer's manual for the same course, this trainee's manual has been designed for Peace Corps trainees coming to Thailand without stateside agricultural training. Although it was developed for the training of Test of English as a Foreign Language (TEFL)/Crossovers, the majority of sessions are appropriate for other Peace Corps programs in Thailand, as well as other Peace Corps countries. The manual is organized in four parts. The first part describes the program and includes a general perspective, evaluations and progress reviews, and performance objectives by skill group. Part II, overall training schedules, appears only in the Trainer's Manual. Schedules appear as the first page for that week in Part III of the Trainee's Manual. Part III provides schedules, designs, and handouts for each week of the eight-week course. Handouts provide information, sample forms, and charts to be used in the agricultural training program. The final part, appendixes, contains program-specific sessions, session additions, a discussion of the role of the trainers in development, a glossary of technical terms in Thai and English, and a resource list. (KC)

ED 288 055
CE 048 952

Small Enterprise Development Pre-Service Training Manual. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-42.
PADCO, Inc., Washington, DC.; Pragma Corp., Falls Church, VA.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jul 86
NOTE- 444p.; For a related inservice manual, see CE 048 953.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 288 080
CE 049 043

Mark, Jorie Lester, Ed.
Let ABE Do It. Basic Education in the Workplace.
American Association for Adult and Continuing Education, Washington, DC.
PUB DATE- 87
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Programs; Adult Students; *Basic Skills; *Corporate Education; Educational Resources; Education Work Relationship; High School Equivalency Programs; *Literacy Education; Postsecondary Education; Program Descriptions; Program Implementation; *School Business Relationship; Skill Development; Unions

This publication highlights business, industry, union, and Job Training Partnership Act (JTPA)-supported efforts to provide public and private employees, as well as some prospective employees, with the basic literacy skills they need to perform in the workplace. Basic or remedial education users listed in this directory include 198 companies or plants; 17 unions; 6 United Auto Workers/General Motors and 4 United Auto Workers/Ford collaboratives; 51 public or nonprofit employers; 23 hospitals, health services, convalescent or nursing homes; 7 colleges or universities; and 144 public job-assistance programs. All of the programs described in this booklet have been submitted by 29 state directors of adult education. They are all Adult Basic Education (ABE) or adult Secondary (ASE) and/or General Educational Development (GED) programs run by public education systems. Programs are listed by state. Information given for each program includes title, provider, address, contact person, telephone number, and description of program. (KC)

ED 288 081
CE 049 044

Bluestone, Barry
Industrial Dislocation and Its Implications for Public Policy.
PUB DATE- Sep 83
NOTE- 33p.; Paper prepared for the Annual Policy Forum on Employability Development, "Displaced Workers: Implications for Educational and Training Institutions" (Washington, DC, September 13-14, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Dislocated Workers; *Economic Progress; Educational Finance; Federal Government; *Government Role; Lifelong Learning; *Public Policy; State Government; *Structural Unemployment; Student Financial Aid

IDENTIFIERS- *Pennsylvania

A project was undertaken to improve training for career guidance counselors in Pennsylvania by implementing the recommendations made by counseling personnel who participated in six regional workshops that were held throughout Pennsylvania in 1983-1984. These recommendations were disseminated to various Pennsylvania counselor preparation institutions, area vocational-technical school directors and counselors, and professional organizations for counselors among others. Selected counselor educators, practicing counselors, and counselor training supervisors were invited to participate in one of four counselor preparation/training workshops to design a strategy for implementing the recommendations made at the preceding set of workshops. Two of these workshops were held in King of Prussia, a third was held in Harrisburg, and the fourth was held in Edinboro. Each group of workshop participants formulated an action plan to develop an ongoing counselor preparation and training network for its own particular geographic area. Reaction to the workshops and to the concept of developing a counselor training and preparation network was very positive. It was decided that business, industry, and vocational education personnel should be involved in such networks to provide counselors with an up-to-date view of workplace realities and employment needs. (Appendixes include the workshop agenda, needed program changes and improvements, a discussion of a partnership approach to counselor training based on network collaboration, guidelines for establishing a counselor preparation and training network, designated vocational career competency areas, an evaluation form, a presentation by Niel Carey on the importance of career development as a lifelong process, and the network action plans that were developed.) (MN)

ED 288 095
CE 049 112

Palmieri, D. Frank; Vecchiola, Leonard C.
Entrepreneurship Competencies for Vocational Curriculum Development. Instructor's Handbook. Final Report.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 30 Jun 87
NOTE- 47p.
CONTRACT- 85-7042
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; *Business Education; *Curriculum Development; *Entrepreneurship; *Fused Curriculum; Instructional Materials; Models; Occupational Home Economics; Office Occupations Education; *Program Content; Secondary Education; State Surveys; Technical Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- Pennsylvania

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Institutionalized Persons; *Mental Health Programs; *Nursing Homes; *Older Adults; *Paraprofessional Personnel; Program Development; Program Evaluation; Social Support Groups; *Volunteers; Volunteer Training
IDENTIFIERS- *Project OASIS

This report describes Project OASIS (Older Adults Sharing Important Skills), a project designed to provide paraprofessional mental health services to nursing home residents by providing training for older adult volunteers in areas related to mental health and the elderly, supervision by OASIS staff, and consultation by staff. The background of the project is described and the advantages of using older adult volunteers to provide services to elderly nursing home residents are discussed. The development of Project OASIS as a pilot program is explained and training and development issues are explored. Profiles are included of the typical nursing home resident and of the average OASIS volunteer. Three nursing home resident-OASIS volunteer teams are described in brief case studies. The evaluation of the OASIS project is discussed; evaluation methods are described; and findings from volunteer, staff, and client interviews are presented. The report concludes that the OASIS project has been able to provide a diverse range of services to nursing home residents and has provided a meaningful and productive outlet for the volunteers interested in working with these residents. It is emphasized that the OASIS project can be replicated in communities of all sizes. (NB)

ED 288 167
CG 020 341

Bogdanich, Radmila M.; Miller, Linda P.
Family Planning: Barriers to Utilization by Adolescent Males.
PUB DATE- Sep 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Family Planning; *Males; *Outreach Programs; Pregnancy; Prevention; Use Studies
IDENTIFIERS- Illinois; *Parents Too Soon (Project)

Parents Too Soon is a statewide program developed in Illinois to deter both teenage pregnancy and the negative consequences of adolescent childbearing and parenting. Clients are males and females 20 years of age and younger who wish to avoid conceiving children, are pregnant, are parents, or are at-risk of becoming parents. Included in this program are four demonstration sites which provide services in the areas of prenatal care, family planning services, social services, nutrition education, support and referral services, parenting training, health education, basic skills development, job skills development, and special services for adolescent males. The four programs are located in a appended.) (NKA)

ED 288 181
CS 008 959

Phillips, Linda M.
Inference Strategies in Reading Comprehension. Technical Report No. 410.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Sep 87
NOTE- 32p.
GRANT- 410-85-1321
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Comparative Analysis; Context Clues; Foreign Countries; Grade 6; *Inferences; Intermediate Grades; Prior Learning; Reader Response; Reading Ability; *Reading Comprehension; *Reading Processes; Reading Research; Reading Skills; *Reading Strategies; Schemata (Cognition)

A study investigated the inference strategies used by sixth grade students reading narratives, and the results were compared with the inference strategies identified as those used by skilled adult readers. Subjects, 80 sixth grade students from two Canadian urban centers were divided into two groups: 40 high-proficiency readers and 40 low-proficiency readers. Equal numbers of students were randomly assigned to read either three familiar or three unfamiliar passages and to verbalize their thinking as they constructed interpretations. Qualitative and quantitative analyses showed that young readers' inference strategies appeared to be a decomposition of those used by adults as reported in the study by A. Collins and others. While some of the subjects' inference strategies overlapped those of adults, the students appeared to use more strategies that adults subsume into one or two strategies. The results suggest that reading proficiency may compensate in instances where there is insufficient background knowledge; however, whether one has sufficient background knowledge or not makes little difference in overall performance when the level of reading proficiency is low. Moreover, particular inference strategies seem to be a manifestation of an ability to effectively use background knowledge in reading comprehension. Because adult readers come to a written work with years of reading and life experience, it is unknown whether adult inference strategies would be useful as models for young readers. (References and tables are provided; two examples of passages and a list of inference questions are appended.) (JC)

ED 288 182

ED 288 195
CS 210 846

English-Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve.
California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0041-0
PUB DATE- 87
NOTE- 62p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; Class Activities; *Communication Skills; Critical Thinking; Educational Change; Educational Philosophy; Elementary Secondary Education; *English Curriculum; Experiential Learning; Group Dynamics; *Integrated Curriculum; *Language Arts; Learning Activities; Listening Skills; Literature Appreciation; Motivation Techniques; Program Evaluation; Public Schools; Reader Response; *Reading Instruction; Reading Skills; School Community Relationship; State Curriculum Guides; Teacher Role; Teaching Methods; Writing Instruction; Writing Processes
IDENTIFIERS- *California

Designed to help implement the goals of the California state educational reform movement, this document presents a philosophical and practical framework for a literature based English language arts curriculum that will encourage students to read widely and in depth, write often in many formats, study important writings from many disciplines, and relate these studies meaningfully to their own lives. Chapter 1 describes the curriculum goals of preparing students to become informed citizens, effective workers and fulfilled individuals, and compares features in effective and ineffective language arts programs. Chapter 2 provides the rationale for basing the integrated instruction program in literature, using particular literary works, motivating reading through a variety of literatures, teaching composition skills through process writing experiences, and using various oral language activities to teach language skills. Chapter 3 discusses teaching methods and materials, including modeling, questioning, direct teaching, media and computer-assisted instruction, and multimodal approaches. Chapter 4 presents examples of integrated arts programs and lessons for grades kindergarten through three, three through six, six through nine, and nine through twelve. Chapter 5 describes and advocates over 20 alternative methods of student and program assessment. Chapter 6 identifies the roles of teachers, community, staff, and administration in revising this curriculum. Appendixes present: (1) textbook and instructional materials standards; and (2) a bibliography and recommended readings. (JG) leadership and one of whom did not. After identifying a variety of situations where motivation was the goal, the subjects selected and reconstructed a representative conversation with each leader. The subjects were then asked to complete three questionnaires based on the two constructed conversations. Results indicated that the degree to which an employee viewed the leader conversation as meaningful was positively associated with identification and motivation. Results also indicated that means and goals identification were better predictors of organizational identification than role identification. Employees perceived a strong relationship between their desire to participate in conversation (intrinsic motivation) to achieve a goal, and the degree to which the conversation compelled them (extrinsic motivation) to accomplish a desirable goal. (Tables of data are included, and 43 references are attached.) (NKA)

ED 288 209
CS 505 725

Bode, Robert A.
Ethical Guidelines for Human Communication and Public Discussion: A Gandhian Intercultural Perspective.
PUB DATE- Nov 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Books (010) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Standards; Codes of Ethics; Communication Research; *Conflict Resolution; *Ethics; Interpersonal Communication; *Persuasive Discourse; *Public Speaking
IDENTIFIERS- *Gandhi (Mahatma); Nonviolence

Ethical communication scholars frequently find national popular rhetoric unethical. Some proposed ethical guidelines for the public presentation of ideas call for such elements as habits of search, justice, preference for public versus private motives, respect for dissent, airing of all relevant arguments, and persuasion without coercion or suppression of evidence. Mahatma Gandhi's means for resolving differences publicly conform to such guidelines of ethical public communication. Gandhi's method for interacting with others--satyagraha, or the pursuit of truth--addresses the problem of how to engage in conflict (including public discussion) in a constructive rather than an annihilating way. The tenets of satyagraha (truth, nonviolence, and self-suffering) provide that communicating individuals (1) develop an interacting force with their opponent that enables a new pattern of interaction to emerge; (2) reject acts of violence, symbolic violence, and absolutes, and instead seek truth between conflicting parties as a mutually satisfactory solution as yet unknown; (3) seek triumph not in their position but over the situation by realizing a synthesis of opposing claims; and (4) be prepared to abandon a previous position and embrace that of the opponent if so persuaded. Gandhi's method

ED 288 223
CS 505 801

Prentice, Diana B.
Political Debates and Their Application to the Teaching of Lincoln-Douglas Debate.
PUB DATE- 8 Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Content Analysis; *Curriculum Guides; *Debate; *Instructional Materials; Learning Activities; Persuasive Discourse; Presidential Campaigns (United States); Speech Communication; Teaching Guides; Teaching Methods; *Values; Values Education
IDENTIFIERS- Lincoln Douglas Debate Style; Presidential Debates

Designed for teachers of the Lincoln-Douglas style debate, this curriculum guide outlines an approach to teaching analysis in debate, and suggests practical activities employing contemporary political debates as an instructional device. The guide first presents a framework for values analysis, including such aspects as (1) identifying the nature and hierarchies of values; (2) the effect of values on decision making; (3) the values inherent within a given topic; (4) the conflict between opposing values in a debate; and (5) the relationship of values to policies and facts. The guide then discusses contemporary debates between presidential candidates as values debates, noting the similarity between the values based Lincoln-Douglas debates and the values arguments of the Reagan-Mondale debates. The last section of the guide describes activities for studying political debates using transcripts of presidential and vice-presidential debates from "The New York Times," the television talk show "Firing Line," and other sources. This section divides the activities according to the teaching of value analysis, topic analysis, and argument analysis. Included is a bibliography of 13 sources for information on Lincoln-Douglas and other political debates. (JG)

ED 288 224
CS 505 802

Shadowen, Mary Jane
The Small Department: Curriculum in Transition.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

(022)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Federal Government; Federal Programs; Federal Regulation; *Federal State Relationship; Policy Formation; *Politics of Education; *Program Development; Public Schools; *School Districts; *State Departments of Education
IDENTIFIERS- Education Consolidation and Improvement Act 1981; *Reagan Administration

Federal education policy preferences of the Reagan Administration include both procedural and substantive elements. The overarching procedural policy is devolution--the transfer of the authority and responsibility for education policy and program development from the federal to state and local levels. Federal activities intended to advance devolution are decentralization, deregulation, and diminution. Decentralization advances devolution by formally transferring the authority for implementation of federal programs, but not the programs themselves, from federal agencies to state and local education agencies. Decentralization occurred with the enactment of the Education Consolidation and Improvement Act of 1981 (ECIA) that established the block grant programs. Deregulation was achieved by constrained enforcement and revoking of regulations. Diminution was accomplished through rescissions and reductions in the federal education budget. Evidence to demonstrate the impact of these factors on state and local agencies is focused on effects that are symbolic, organizational, environmental, substantive, or procedural. Documentation sources include official governmental publications, periodical coverage of federal and state educational policy, publications of policy analysts and agencies, and research studies. Appended are 33 references. (MLF)

ED 288 237
EA 019 708

Ritchie, Robert; And Others
The Catholic Schools of Belmont County: An Organizational Analysis.
Dayton Univ., Ohio. Office of Educational Services.
SPONS. AGENCY- Steubenville Diocese, OH. Office of Education.
PUB DATE- May 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; *Communication (Thought Transfer); *Declining Enrollment; Elementary Secondary Education; Family Size; Population Trends; *School Demography; *School District Reorganization
IDENTIFIERS- *Ohio (Belmont County)

The Catholic Schools of Belmont County, Ohio, like many other public and parochial schools, have experienced declining enrollments over the past few years. The causes may be attributed to declining family size and to economic factors affecting the area. The paper describes a study of Belmont County's five Catholic schools undertaken by the Office of Educational Services at the Diocese's request. The study provides data for help in decisions

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Accountability; *Boards of Education; Centralization; Curriculum; Educational Environment; Elementary Secondary Education; *Governance; Organizational Theories; Policy Formation; *Politics of Education; Professional Autonomy; *School District Autonomy; *State School District Relationship

This analysis of the changing balance in who controls the schools contends that local authorities have been slowly losing authority to the states. Moreover, within the local districts, the central offices are assuming more control in such matters as curriculum content and state testing programs. The paper begins with an overview of recent governance trends and the underlying reasons for central control. The next section moves to the particular case of increased state and district control of instructional policy and the consequent impact on teacher autonomy and professionalism. The problems of local school boards are highlighted in the next section because school boards are the key legal unit of local governance. The paper concludes with some alternatives for rethinking the balance of control. For example, the final sections address sorting out the responsibilities of each level, including such issues as flexible funds for school improvement and teacher professionalism. Several suggestions are advanced for trading state regulations for local school outcome incentives. Appended are 22 references. (MLF)

ED 288 250
EA 019 741

Arikian, John A.
The Elmira Plan. Planning, Implementing and Sustaining a Comprehensive Professional Staff Development Program.
Elmira City School District, N.Y.
PUB DATE- 85
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Las Vegas, NV, April 14-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Curriculum Development; Elementary Secondary Education; *Instructional Improvement; *Management Development; Mentors; *Professional Development; *Program Implementation; Public Schools; *Staff Development; Teacher Improvement
IDENTIFIERS- *Elmira City Public Schools NY; Hunter Model of Clinical Supervision

The staff development program of the Elmira City School District, New York, is designed to assist teachers in teaching to the specific objectives of the curriculum, and to ensure that teachers have the requisite knowledge and skills to accomplish this. The plan provides an opportunity for every teacher, building administrator, and the superintendent to attend a 30-hour course

questionnaire and a demographic data sheet. There was a 60.6 percent return rate. As expected, the supervisors indicated that they spent a disproportionate amount of time on administrative duties, as opposed to instructional duties. However, female supervisors spent more time on curriculum development, staff development, program evaluation, and instructional leadership than did male supervisors. A dozen other findings are briefly summarized, and numerous recommendations are offered to rectify the discrepancies betwen ideal and actual supervisory roles. (MLH)

ED 288 263
EA 019 783

Drug Testing.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Oct 87
NOTE- 9p.
AVAILABLE FROM- Publication Sales, NASSP, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; Athletes; *Chemical Analysis; *Court Litigation; *Diagnostic Tests; Dismissal (Personnel); *Drug Abuse; Due Process; Elementary Secondary Education; *Illegal Drug Use; Principals; Privacy; School Law; School Role; Search and Seizure; Student Rights; Teacher Rights
IDENTIFIERS- *Drug Use Testing; Urinalysis

A number of legal issues are involved in conducting a drug testing program to determine whether students--and occasionally teachers--are using illegal drugs. Two legal issues have been raised concerning the accuracy of the urinalysis test: whether it is chemically accurate and whether appropriate procedures have been followed to make certain that the tests apply to the right specimen. In "Patchogue-Medford Congress of Teachers v. Board of Education," the New York State Court of Appeals struck down a program of blanket testing for all probationary teachers as a condition of obtaining tenure and held that the appropriate standard to apply to the testing of an individual was that of "reasonable suspicion." A New Jersey state court held that school authorities must meet the test of reasonable suspicion for the individual students tested and struck down the contemplated mass screening program of all students. The mass testing of student athletes has not been addressed by a court of record. Among the conclusions and recommendations provided for school administrators are the following: (1) mass, or even random, urinalysis testing programs are very questionable for both teachers and students; (2) individual testing must be carried out under very strict procedures; and (3) justification for disciplinary action, even with positive tests, is questionable. Appended are 16 footnotes. (MLF)

NOTE- 12p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Detroit, MI, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; Demonstration Programs; *Early Parenthood; Infants; *Language Handicaps; Mothers; *Nonverbal Communication; Nurses; *Parent Child Relationship; *Prevention; *Speech Handicaps; Speech Therapy; Therapists

Two teaching models of a service delivery program designed to prevent speech-language problems in lower socioeconomic children were compared. Specific goals included increasing mothers' awareness of the sensory input to which infants are responsive and increasing mothers' abilities to read infant nonverbal signals. In Model 1, two speech-language pathologists and one childbirth educator demonstrated to new mothers in the hospital how to communicate with the infant through the senses and how to read the baby's nonverbal signals. In Model 2, the speech-language pathologists trained two community health nurses to conduct the training experience. Less actual demonstration was possible with Model 2. Recorded responses of each mother were analyzed and scored according to the suggestions integrated into the mother's home setting and the different behaviors the mother described in response to stimuli presented to her infant. Findings suggested that Model 1 was more effective in helping mothers learn to read infant nonverbal signals than Model 2. Model 1 was most effective with adolescent mothers, because it facilitated their incorporation of suggestions as well as their description of infant communication. (CL)

ED 288 278
EC 200 597

Weiner, Roberta; Koppelman, Jane
From Birth to 5: Serving the Youngest Handicapped Children.
Capitol Publications Inc., Alexandria. VA. Education Research Group.
REPORT NO.- ISBN-0-937925-21-7
PUB DATE- 87
NOTE- 210p.
AVAILABLE FROM- Capitol Publications Inc., 1101 King St., Alexandria, VA 22314 ($34.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; Case Studies; Coordination; Day Care; Delivery Systems; *Demonstration Programs; *Disabilities; Educational Finance; Federal Legislation; *Infants; Intervention; Parent Role; *Preschool Education; *Program Costs; Program Development; *Special Education; State Programs; Teacher Education
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act Amendments 1986

The book examines the implications of P.L. 99-457, the 1986

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Speech; *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; *Computer Uses in Education; Elementary Secondary Education; Input Output Devices; Nonverbal Communication; *Speech Handicaps
IDENTIFIERS- *Augmentative Communication Systems

To provide a communication method for children who are non-verbal due to hearing impairments, brain damage, or malformed oral structures, sign language and language boards have been utilized. However, these methods have limitations, and alternate means of communication have been explored. An Apple 2E computer with an echo speech synthesizer was programmed to meet the students' requirements, and a Muppet keyboard was attached for direct access by the students. Overlays, custom-designed for each student, were fitted onto the keyboard and contained functional vocabulary relating to school, daily activities, and feelings. The children pressed the desired word square to have the computer say that word or phrase. The augmentative device was used for communication with the teacher and other students and for academic lessons in reading, phonics, and math. Techniques are presented in this teacher-developed material for dealing with specific disabilities, such as visual impairments and students who cannot isolate a pointing finger. (JDD)

ED 288 292
EC 200 763

VanBiervliet, Alan
Instructional Uses of Bar Code Technology.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Convention of the Council for Exceptional Chilren (65th, Chicago, IL, April 20-24, 1987).
GRANT- G008430075
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Artificial Speech; *Assistive Devices (for Disabled); Audiotape Cassettes; Braille; Electronic Equipment; Elementary Secondary Education; *Mental Retardation; *Physical Disabilities; Pictorial Stimuli; Sensory Aids; *User Needs (Information); *Visual Impairments
IDENTIFIERS- *Barcodes; Magic Wand Speaking Reader; Speech Synthesizers; Talking Tracks; Texas Instruments

The paper examines applications and research on the use of bar code technology to aid mentally retarded, physically handicapped, visually impaired, and other handicapped persons in independently gaining information from a variety of sources. Bar code reader technology is compared to alternative information systems such as

DESCRIPTORS- *Child Development Centers; *Disabilities; *Evaluation Methods; Formative Evaluation; Outcomes of Education; Outcomes of Treatment; *Preschool Education; *Preschool Evaluation; Program Costs; Program Effectiveness; *Program Evaluation; Summative Evaluation

The booklet briefly reviews and illustrates the kinds of evaluation efforts funders and policymakers may reasonably expect from providers of services to handicapped infants and their families. It outlines the aims and characteristics of (1) outcome evaluations to determine the effectiveness of service programs and (2) process evaluations to describe the actual activities of service programs and their relations to program goals and objectives. It also suggests ways that funders of service programs can encourage and support providers in undertaking evaluations that will yield information crucial to decision making. Descriptions of evaluation practices employed by three actual programs are included to illustrate the methods and benefits of conducting such program evaluations. (VW)

ED 288 305
EC 200 776

Charting Change in Infants, Families and Services: A Guide to Program Evaluation for Administrators and Practitioners.
National Center for Clinical Infant Programs, Washington, DC.
REPORT NO.- ISBN-0-943657-13-X
PUB DATE- 87
NOTE- 29p.; For a related publication, see EC 200 775.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Development Centers; *Disabilities; Early Childhood Education; *Evaluation Methods; Formative Evaluation; *Infants; Outcomes of Education; Outcomes of Treatment; Program Costs; Program Effectiveness; *Program Evaluation; Summative Evaluation

The booklet reviews and illustrates program evaluation methods that can be used by providers of services to handicapped infants and their families. It distinguishes between outcome evaluations to determine the effectiveness of service programs and process evaluations to describe the actual activities of service programs and their relation to program goals and objectives. Various approaches to conducting outcome evaluations are summarized; the steps involved in conducting process evaluations are described in greater detail. A summary of resources for conducting evaluation activities, using either outside evaluators or existing staff, is also included along with a list of appropriate publications. Descriptions of program evaluations conducted by seven actual programs are used to illustrate the methodology employed and underscore the benefits provided. An appendix discusses "domains of concern," i.e., those areas connected to the development or impairment, support or stress of a young child or family. They are areas where change may be observed over time as well as areas that

Services; *Developing Nations; *Disabilities; Educational
Diagnosis; Family Programs; *Handicap Identification;
Illustrations; Parent Child Relationship; *Parent Education;
Prostheses; Rehabilitation; Self Care Skills; Sex Education;
Teacher Attitudes; Young Adults

This heavily illustrated volume is a reference book intended to bring together basic information to help community health workers, rehabilitation workers, and families in rural areas of developing countries meet the needs of village children with a wide range of disabilities. Part 1, "Working with the Child and Family," reviews the prevention of disabilities (examining and evaluating the disabled child) and simple ways to measure and record a child's progress. A guide for identifying disabilities includes detailed descriptions and illustrations of the most common disabilities found in developing countries. Also included is information on early stimulation and developmental activities for delayed infants and for young children with mental or physical delays, guidance on how to help children become more self-reliant, and exercises and techniques for managing physical disabilities. Part 2, "Working with the Community," includes sections on starting village-based rehabilitation activities, building playgrounds for all children, helping teachers and children understand disabled children, using popular theater to raise awareness and gain greater community participation, and establishing a children's workshop for making toys. It also discusses how to organize, manage, and finance a village rehabilitation program; adaptation of the home and community to the needs of the disabled; concerns of the disabled about love, sex, and social adjustment; the role of education at home, school, and work; work possibilities and training; and descriptions of successful community-directed programs. Part 3, "Working in the Shop," provides specific instructions and advice about setting up a workshop to make rehabilitation aids and procedures to be followed in providing aids such as braces and casts, developmental and walking aids, wheelchairs, and artificial limbs. The volume also includes a nine-page list of references, a glossary, and an index. This publication is announced in the May 1987 issue of "Newsletter from the Sierra Madre," which is appended. The newsletter includes a story, article, photographs, and illustrations which describe the work of Project Projimo and Project Piaxtla, of western Mexico, where this book had its start and was field tested. (JW)

ED 288 320
EC 200 798

Reynolds, Wm. Bradford
Remarks of Wm. Bradford Reynolds at the Conference on Disability Policy.
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 12 May 87
NOTE- 10p.; Speech presented at the Conference on Disability Policy: The State of the Nation sponsored by the Institute for the Study of Exceptional Children and Youth of the University of Maryland (Washington, DC, May 12, 1987).

ratings used by the CIDP. (JDD)

ED 288 334
EC 201 215

Adam, Heidemarie; Gudalefsky, Adam B.
Sexuality and Mental Retardation [including] "Ethical Issues Concerning Mentally Handicapped Persons."
PUB DATE- Aug 86
NOTE- 49p.; Paper presented at the World Congress of the International League of Societies for Persons with Mental Handicap (9th, Rio de Janeiro, Brazil, August 21-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Attitudes; Bias; Ethics; Foreign Countries; Instructional Materials; *Interpersonal Relationship; *Mental Retardation; Moral Values; Normalization (Handicapped); Residential Programs; *Sex Education; *Sexuality
IDENTIFIERS- West Germany

The paper documents two presentations made during a pre-congress course of the Ninth World Congress of the International League of Societies for Persons with Mental Handicaps. The course, titled "Sexuality and Mental Retardation," was held in August 1986. Part I discusses the topic's theoretical aspects, such as moral perceptions of sexuality, the possibilities opened up by normalization, and prejudices and misjudgments made concerning mentally retarded individuals' sexuality. Part II of the first presentation reports on the development of relationships between West German institutionalized men and women when the concept of mixed-sex living was introduced. Suggestions for sexuality education programs for the mentally handicapped focus on body image, appropriate behavior, puberty, pregnancy, and childbirth. Sample instructional materials accompany the paper. The second presentation, included in an appendix, consists of a paper by A. Gudalefsky titled "Ethical Issues Concerning Mentally Handicapped Persons." The paper relates ethics to the nature of human society, cites United Nations documents dealing with the rights of the handicapped, and discusses issues such as the handicapped's right to life and right to education. (JDD)

ED 288 335
EC 201 216

Mizanin, Gregory, Ed.
Resources: A Guide to Services for People with Developmental

Progress in the Foreign Language Teaching Field: A National Plan" (Claire L. Gaudiani); "Language Conservation" (Russell N. Campbell, Susan Schnell); "The Humanistic Basis of Second Language Learning" (Winfred P. Lehmann, Randall L. Jones); and "Theoretical Linguistics, Second Language Acquisition, and Language Pedagogy" (Frank Heny). (MSE)

ED 288 349
FL 016 937

Foreign Languages: Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Cultural Education; Difficulty Level; Educational Objectives; Elementary Secondary Education; *French; *Language Skills; *Second Language Programs; *Spanish; State Curriculum Guides; State Standards; Statewide Planning
IDENTIFIERS- *Arkansas

The foreign languages segment of Arkansas' statewide curriculum guide outlines instructional objectives for French I and II and Spanish I and II in the four language skills (listening, speaking, reading, and writing) and culture. The guide does not recommend any specific material or method, but emphasizes skills and learning objectives to produce language competency. For each course a section on language structure, to be incorporated into all skills, and a vocabulary guide are included. Three skill levels (basic, developmental, and extension) are presented for each course. (MSE)

ED 288 350
FL 016 981

Shishin, Alexander
Rhetorical Patterns in Letters to the Editor.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Contrastive Linguistics; Discourse Analysis; *English; *English (Second Language); *Expository Writing; Foreign Countries; Japanese; Language Styles; *Letters (Correspondence); Linguistic Theory; *Newspapers; *Rhetoric; Uncommonly Taught Languages
IDENTIFIERS- Japan; *Letters to the Editor

ED 288 152
CG 020 325

Quinn, Roger T., Jr.
Helping Children Deal with Cancer.
Sachem Central School District 5, Holbrook, N.Y.
PUB DATE- Sep 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Journal Articles (080)
DESCRIPTORS- Adolescents; *Cancer; Children; *Coping; Elementary Secondary Education; *Helping Relationship; *Reentry Students; School Personnel; Teacher Role
IDENTIFIERS- *Child Health

School personnel who play a significant role in the life of a child face challenges when they encounter the non-medical aspects of coping with a life-threatening illness in a child. Advances in treatment of cancer have resulted in longer survival. When working with students who have cancer, school persunnel should stress hope rather than despair. Teachers have had different experiences with death and serious illness and cope differently with grief. Professionals working with children with cancer should recognize their own limitations, acknowledge their fears, and seek help when needed from other professionals. Special attention must be given to the returning adolescent at the secondary school level. Every adolescent with cancer requires a different educational plan. School personnel working with adolescents should strive to: (1) find out the student's specific type of cancer and how it is being treated; (2) designate school personnel who will play a role in dealing with the returning student; (3) establish a plan for communication with the family; (4) meet with the hospital liaison regularly; and (5) plan for the future (college selection, vocational counseling). Many children and adolescents with cancer want desperately to be like their peers. Teachers and school health personnel should provide the child with cancer with as normal an experience as possible. (NB)

ED 288 068
CE 048 974

Brunner, Marjorie L., Ed.; Casto, R. Michael, Ed.
Interdisciplinary Health Team Care: Proceedings of the Annual Conference (8th, Columbus, Ohio, September 18-20, 1986).
Ohio State Univ., Columbus. School of Allied Medical Professions.
PUB DATE- 87
NOTE- 356p.
AVAILABLE FROM- School of Allied Medical Professions, Ohio State University, 1583 Perry Street, Columbus, OH 43210 ($17.50).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; *Geriatrics; *Health Services; Higher Education; Inservice Education; Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; Postsecondary Education; Staff Development; *Teamwork; Unified Studies Curriculum

The following are among the 40 papers included in this proceedings: "Code of Ethics for Interdisciplinary Care" (Thomasma); "Training Model for Increasing Team Excellence and Efficiency" (Clayton, Lund); "Organizational Structures of Health Care Teams" (Farrell, Schmitt, Heinemann); "Nutrition Support Practice" (Johnson); "Dividing up the Work on Health Teams: The Role of Administration and Management" (Baldwin, Rowley); "Interdisciplinary Health Team and Organizational Development Literature: An Analysis of Approaches to Conflict Recognition, Resolution, and Management" (Drinka); "Application of Donabedian's Patient Care Evaluation Categories to a V.A. Hospital-Based Home Care Team" (Paterson, Turner); "Group Work with Parents of Learning Disabled Children" (Indelicato); "Interdisciplinary Research with Down Syndrome Children" (Edwards); "Reaching Out to the Elderly Substance Abuser: An Interdisciplinary Model Involving Education, Early Intervention, Treatment, and Referral" (DiMatteo); "Collaborative Care of the Older Adult: Role of the Preceptor in Interdisciplinary Team Training" (Mahairas et al.); "Evaluating the Effectiveness of Geriatric Health Care Teams" (Heinemann, Tsukuda); "Interprofessional Relationships in Geriatrics: Ethical and Legal Considerations" (Kapp); "Influence of Formal Preparation for

ED 288 137
CG 020 310

Epstein, Jennifer A.; And Others
Affect and Intrinsic Interest: An Arousal Mediated Model.

PUB DATE- Aug 87
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Arousal Patterns; Behavior Patterns; *Competence; *Expectation; Models; *Motivation
IDENTIFIERS- *Mood Induction

An intrinsically motivated behavior is one undertaken and enjoyed for its own sake, apart from external controls or ends. Expectancies are competence cues which focus on an individual's ability without providing objective information for ongoing comparison and competence development. This study focused on the role of affect in mediating the effects of externally communicated expectancies on intrinsic motivation. College students (N=84) were given positive, neutral, or negative mood inductions prior to an expectancy manipulation. Expectancy subjects were given a performance prediction; No Expectancy subjects were not. All subjects worked on two sets of puzzles separated by a midgame questionnaire. Intrinsic motivation was measured during a free choice period. The results showed that arousal emerged as the critical mediator of task interest. Both happy and sad manipulations significantly altered arousal, and arousal appeared to have eliminated typical expectancy effects among both high and low achievers. These findings support a model of intrinsic motivation in which the arousal component of affect is a critical process variable. (NB)

PUB DATE- 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Audiovisual Aids; Books; *Career Development; *Career Education; Career Exploration; *Educational Resources; Elementary Secondary Education; *Instructional Materials; *Occupational Information; Videotape Recordings
IDENTIFIERS- Florida

This directory lists 36 descriptions of resources that Florida career educators determined to be particularly practical in their own schools and districts. Many of the materials described were developed within the state for local use, but are offered for wider dissemination. Other resources were published elsewhere, but were deemed especially useful for Florida students as they pursue their own career development. Each one-page listing provides information on title, author, source and address, cost, number of pages/books if in book form, content, and grade level. Resources listed include career education materials in book, workbook, card, microfiche, videotape, microcomputer software, and online formats, as well as participatory career awareness programs. (KC)

ED 287 985
CE 048 535

Kimeldorf, Martin
Leisure and Work Search. Survival Skills for the 21st Century.
PUB DATE- [86]
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; Daily Living Skills; Decision Making; *Goal Orientation; High Schools; *Information Seeking; *Job Search Methods; *Leisure Time; Planning; Search Strategies; Secondary Education

The new information age society demands a new set of new survival skills. Instead of memorizing facts, students should learn how to gather useful information about work and leisure opportunities. The information-gathering skill can be creatively taught around any specific content area. Two areas that can effectively embody this type of instruction include work and leisure search education. Two new curricula emphasize this information search method: Pathways to Leisure and Pathways to Work. Portland State University has implemented a curriculum that integrates work and leisure searches in five area high schools. Graduate students support the high school teacher who chooses the specific transition curriculum. The leisure search introduces the student to self-assessment, surveying opinions, gathering leads, networking, decision making, goal setting, and detailed planning. All of these self-directed hunting skills are taught in three major steps: self-assessment (identification of the target), research (refining and locating the target with the help of local advisors), and connecting to one's

Way); "Critical Thinking: Phenomenological and Critical Foundations" (Francine Hultgren); "Problem Solving: Definition and Meaning" (Janet Laster); "Instructional Strategies for Teaching Practical Reasoning in Consumer Homemaking Classrooms" (Janet Laster); and "Reflective Thinking: Meaning and Implications for Teaching" (Norma Bobbitt). The final article, "The Meaning of Higher Order Thinking and Its Implementation in Home Economics Education" (Ruth Thomas), synthesizes major themes in the other articles, first analyzing "higher order thinking skills" as a slogan, and then showing how these articles should move educators beyond the slogan to greater understanding and better practice. (YLB)

ED 287 999
CE 048 781

Work Experience Education Instructional Guide. Revision.
California Association of Work Experience Educators, Orange, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0670-2
PUB DATE- 87
NOTE- 508p.; For the 1981 guide, see ED 211 849.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($12.50).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Persistence; Career Development; *Career Education; Fringe Benefits; Interpersonal Competence; Job Search Methods; Learning Activities; *Occupational Mobility; Secondary Education; *Vocational Adjustment; Work Attitudes; Workers Compensation; *Work Experience Programs

This guide provides work experience education coordinators with a framework and a series of topical items that can be incorporated into the classroom-related instruction portion of the student's work experience education program. An introduction lists student outcomes, describes the curriculum framework, and outlines verification activities. Section 1 contains input activities, including student and employer surveys, student self-evaluation, employer evaluation, and student forms. Activities are categorized under five topics: career development, how to get a job, how to keep a job, how to leave a job, and economics. An introductory sheet to each activity provides this information: suggested audience, methods, resources, time, main idea, employer participation, vocabulary list, and coordinator notes. Any materials needed to complete the activity are provided. Appendixes include activity reading levels, work experience education vocabulary in the activities, information on the "rewriting technique," strategies for developing vocabulary, information on the VOICE system and Special Education Resource Network, and the work experience education matrix. (YLB)

for wealthy corporations. One solution to making more jobs available to people is to take advantage of new technologies that will make workers more productive. A consensus needs to be reached on the desirability of reducing working time. One way to reduce the inequality faced by immigrants, minorities, and women who enter the work force is to encourage them to form and join unions. (YLB)

ED 288 013
CE 048 851

Labor: Champion of Public Education. Publication Number 121.
American Federation of Labor and Congress of Industrial
Organizations, Washington, D.C.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational History; Educational Policy; *Equal Education; Federal Aid; *Public Education; *School Support; *Unions

The American labor movement has always been a constructive champion of better schools. One of the deepest convictions of early unionists was that the responsibilities of a democratic society make it imperative that all citizens be educated. Unions have always supported free public education. From its founding convention, the American Federation of Labor (AFL) was a champion of the schools, the students, and the teachers. The AFL supported compulsory school attendance laws as well as laws against child labor. Unions have also given serious attention to other educational problems, including curriculum, school financing, and the position of the teachers. The AFL favored including vocational classes; adult education was another aspect of labor's interest in the curriculum. The unionization of teachers was seen as a dependable way to better working conditions and better salaries for teachers and as a method of winning dignity, freedom, and independence. The AFL and the Congress of Industrial Organizations (CIO) have also supported federal aid as one workable way to equalizing educational opportunity. The AFL-CIO disagrees with the Reagan administration's proposed cut in education programs and considers it a reduction in the quality of education at a time when public education needs to be reviewed, revitalized, and reformed. (YLB)

ED 288 014
CE 048 858

Crosby, Bobby L.
Development of a Comprehensive Recruitment Plan To Increase

2-4 present three individual case studies that describe the projects that have made up the small enterprise development program in Cameroon, Ecuador, and the Philippines. Each chapter contains background information on the country, Peace Corps programming in small enterprise development, project experience, and training. Each chapter concludes with a section discussing the strengths and weaknesses of the projects from a programming standpoint. Drawing upon the experience of the small enterprise development programs in the three selected countries, the final chapter analyzes past programming approaches and draws from them a list of suggested criteria for successful Peace Corps participation in small enterprise development projects. The appendixes provide information on the resources used to conduct the study. (YLB)

ED 288 042
CE 048 937

Handy, Marla
Supporting Women's Enterprise Development. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-19.
South-East Consortium for International Development.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- May 86
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Developing Nations; *Economic Development; Employed Women; Entrepreneurship; *Females; Foreign Countries; *International Programs; *Small Businesses; *Technical Assistance; Voluntary Agencies
IDENTIFIERS- *Peace Corps; Women in Development Programs

This manual is intended to guide development workers in their efforts to support women's enterprise development. Part I, A Framework for Women's Enterprise Development, provides a brief overview of women's changing economic situation, assistance for enterprise development, and the issues an individual development worker must consider. Part II surveys the resources needed for an enterprise and outlines a planning/decision-making process for developing a business. These steps are described: planning, defining problems and setting goals, gathering information, generating alternatives and deciding among them, forming and implementing a plan of action, and monitoring, evaluation, and change. Activities and tools to accomplish these steps are provided. Examples are also presented as necessary. Part III presents a case study of a volunteer's support of enterprise development. Part IV lists available resources. (YLB)

DESCRIPTORS- Accounting; Adult Education; Behavioral Objectives;
 *Budgeting; *Business Administration; *Entrepreneurship;
 Feasibility Studies; Financial Support; *Foreign Countries;
 Inservice Education; Learning Activities; Learning Modules; Lesson
 Plans; Marketing; Money Management; Planning; Quality Control;
 Recordkeeping; *Small Businesses; *Volunteer Training
IDENTIFIERS- *Market Analysis; Peace Corps

This manual is intended to assist Peace Corps trainers in providing preservice technical training in small enterprise development. The manual includes a total of 40 training sessions divided among 10 learning modules. The following topics are covered: the main principles of small enterprise development; Peace Corps volunteers as small enterprise development consultants and trainers (business in a cultural setting, small business volunteers as extension agents, and training principles for small enterprise development volunteers); the business/project identification process (business/community assessment models and problem solving and goal setting in a crosscultural context); feasibility/viability assessment (the importance of feasibility/viability assessment, basic marketing concepts, the role of intermediaries in marketing, market information gathering, product costing and pricing, and quality control); project planning; basic budgeting; recordkeeping (recordkeeping in a cultural setting, record systems and cash books, noncash recordkeeping, income statements, and accounting for nonliterates); financial analysis; and proposal presentation; and evaluation. All materials included are targeted toward individuals who do not have academic backgrounds in business but who have become involved in local income-generating projects. All of the individual sessions have both a theoretical and practical basis in that they review important business principles and apply them specifically to host-country situations. (MN)

ED 288 056
CE 048 953

Small Enterprise Development In-Service Training Manual. Training for
 Development. Peace Corps Information Collection & Exchange Training
 Manual No. T-43.
PADCO, Inc., Washington, DC.; Pragma Corp., Falls Church, VA.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection
 and Exchange Div.
PUB DATE- Jul 86
NOTE- 234p.; For a related preservice manual, see CE 048 952.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
 Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Adult Education; Behavioral Objectives;
 Budgeting; *Business Administration; Developing Nations;
 *Entrepreneurship; Financial Support; *Foreign Countries; Inservice
 Education; Learning Activities; Lesson Plans; Marketing; Money
 Management; Planning; Quality Control; Recordkeeping; *Small
 Businesses; *Volunteer Training
IDENTIFIERS- Market Analysis; Peace Corps

Interdisciplinary Teamwork on Team Knowledge Levels" (Monroe-Clay); "Interprofessional Education for Team Practice" (Billups, Julia); "A Conceptual Framework for Planning Interprofessional Education" (Grant, Casto); "A Teaching Model for an Interdisciplinary Health Care Team Course" (Ivey et al.); "A Course on Third World and Health for Allied Health Students" (Vittetoe); "Team Education: What Is Needed?" (Stube); "Interdisciplinary-Primary Health Education Is Alive and Well in the Bronx" (Rosenberg); "Nutrition/Feeding Clinic: Integrating the Professional Student" (King et al.); "The Interdisciplinary Adult Neurogenic Clinic" (Madsen et al.); "Interdisciplinary Development of a Curriculum in Behavioral Pediatrics" (Coury et al.); "Community Hospital Staff and University Faculty Development of an Interdisciplinary Education Experience for Students in Gerontology/Geriatrics" (Blackford et al.); "A Service/Learning Model for Interdisciplinary Teamwork in Health and Aging" (Clark, Spence, Sheehan); "A Meta-Analysis of Interprofessional Education at the University of Illinois at Chicago" (Lipetz); "Attitude Changes among Students Engaged in Interprofessional Education" (Casto, Grant, Burgess-Ellison); "Interactive Style, Motivations, and Teaching Effectiveness of Field Placement Instructors in an Interdisciplinary Health Team Program" (Byrne); "An Interdisciplinary Curriculum for a Geriatric Education Institute" (Gardner, Ranta); "Multiclinic" (Gatlin et al.); "The Commission on Interprofessional Education and Practice at the Ohio State University" (Casto); and "Interprofessional Education in a Rehabilitation Setting" (Wongsam et al.). A cumulative index of interdisciplinary health team care conferences from 1976-1986 completes the document. (MN)

ED 288 069
CE 048 980

Wacker, Gabrielle Banick, Ed.
The Future of Working Wisconsin. Proceedings from "The Future of Working Wisconsin" Conference (Milwaukee, Wisconsin, February 24-26, 1987).
Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 87
NOTE- 480p.
AVAILABLE FROM- Publications Unit, Vocational Studies Center, 964 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aerospace Industry; Agribusiness; Agriculture; Allied Health Occupations; Communications; Computers; Demography; *Economic Change; Educational Needs; Employment Opportunities; *Employment Patterns; Energy Occupations; *Futures (of Society);

The economy is well on its way toward a restructuring characterized by deindustrialization of the old manufacturing base and dualism in the evolving jobs distribution. These two phenomena cause serious social problems, including high levels of unemployment, downward occupational mobility, and a significant increase in earnings inequality. To combat deindustrialization and economic dualism, government at the federal and state levels will need to intervene more directly in the private market. Three types of policies are required: an expansionary fiscal and monetary policy, an industrial policy that includes various forms of short-run "protectionism," and a restructuring of the lower mode of the labor market. Sole reliance on the demand side of the market is not enough. To eliminate structural unemployment, reorganizing the job distribution and retraining the labor force must be pursued simultaneously. To accommodate the trend toward frequent occupational changes during a worker's lifetime, education and training must take on the dimension of lifelong learning. The government must find new sources of revenue for this expanded education and training effort. One proposed plan would make the government an "equity investor" in human capital. This investment might take the form of education and training in state accredited vocational or higher education programs, and the recipients would repay the government through a surcharge on the regular federal income tax. (YLB)

ED 288 082
CE 049 045

Duenk, Lester G.
Do We Really Want Degreed T & I Teachers?
PUB DATE- Dec 87
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association of Industrial and Technical Teacher Educators (Las Vegas, NV, December 5-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Secondary Education; *Teacher Education; Teacher Qualifications; *Teacher Recruitment; *Teacher Supply and Demand; *Trade and Industrial Education; *Trade and Industrial Teachers
IDENTIFIERS- *Nondegreed Teachers

A number of basic underlying issues control supply and demand in the profession of trade and industrial (T & I) laboratory teachers. First, most competent T & I teachers can earn more in business and industry. Second, state departments of education respond generally to teacher shortages by decreasing collegiate and work experience requirements. Third, T & I teachers with Bachelor of Science degree expect to earn more than nondegreed teachers. Fourth, state employment qualifications that foster the employment of nondegreed teachers perpetuate the hiring of local craftspersons. Fifth, degreed T & I teacher applicants typically possess less occupational experience than nondegreed applicants. Sixth, nondegreed teachers can complete a two-year general studies program

This handbook is intended to assist vocational teachers and administrators in preparing vocational curricula that include materials for developing teacher- and business-identified entrepreneurship competencies. The handbook begins with a discussion of the need to infuse entrepreneurship education into all areas of vocational education. The next section examines related literature and entrepreneurship education materials, including the National Center for Research in Vocational Education's model for lifelong entrepreneurship education and the Program for Acquiring Competencies in Entrepreneurship (PACE). Described next are the procedures used in the survey of 590 Pennsylvania area vocational-technical school instructors and 60 small business owners and managers from Allegheny County, Pennsylvania, that was conducted to identify the entrepreneurship competencies needed by students in the individual vocational education curriculum areas. The next two sections analyze the survey results and suggest various curriculum materials and procedures that can be used to infuse instruction in the competencies identified into existing vocational courses. Appendixes include the U.S. Department of Education policy statement on entrepreneurship education; an entrepreneurship education model; and a breakdown of survey responses according to the following vocational education subject areas: agriculture/horticulture, air conditioning/environment, appliance repair, automotive/heavy equipment, building/construction trades, business/computers, creative and graphic arts/design, cosmetology, electronics, food preparation, health occupations, machine shop/tool and die making, marketing and distribution, and welding. (MN)

ED 288 096
CE 049 134

Walker, Thomas J.; Lees, Robert E.
Meeting the Challenge of Education Reform in PA: Formative Assessment in Vocational Teacher In-Service Preparation. Final Report.
Temple Univ., Philadelphia, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Sep 87
NOTE- 137p.
CONTRACT- 86-7021
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Beginning Teachers; Course Content; Curriculum Development; *Formative Evaluation; *Inservice Teacher Education; Instructional Materials; Learning Modules; *Lesson Plans; Master Teachers; Material Development; Models; Pilot Projects; Postsecondary Education; *Professional Development; Program Development; *Teacher Certification; Teacher Evaluation; *Vocational Education Teachers

ED 288 108
CG 020 281

Older Americans Act Amendments of 1987. Report from the Committee on Labor and Human Resources (To Accompany S. 887). 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-R-100-136
PUB DATE- 31 Jul 87
NOTE- 158p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; *Federal Programs; Human Services; *Older Adults
IDENTIFIERS- Congress 100th; Health Promotion; *Older Americans Act 1965; *Reauthorization Legislation

Presented is a report on the Senate bill to extend the authorization of appropriations for and to strengthen the provisions of the Older Americans Act of 1965 and for other purposes. The document opens by reporting favorably on the bill as amended and by recommending passage. The following topics are addressed: (1) summary of bill; (2) background and need for legislation; (3) text of bill as reported; (4) committee views; (5) hearings; (6) votes in committee; (7) Congressional Budget Office cost estimates; (8) regulatory impact statement; (9) section-by-section analysis; and (10) changes in existing law. A reprint of the complete statue with the parts or sections to be amended or replaced noted is included. In summary, major provisions of the bill are continuation of the Older Americans Act of 1965 with reauthorization for fiscal years 1988-1992, new authorizations for in-home services, health promotion services, and ombudsmen services, funding for a 1991 White House Conference on Aging, and funding for clinical trials of drugs for the treatment of Alzheimer's disease. (ABL)

ED 288 109
CG 020 282

Hague Convention on the Civil Aspects of International Child Abduction. Report from the Committee on Foreign Relations (To Accompany Treaty Doc. 99-11). 99th Congress, 2d Session.
Congress of the U.S., Washington, DC. Senate Committee on Foreign Relations.
REPORT NO.- Senate-Exec-R-99-25
PUB DATE- 19 Sep 86
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

ED 288 123
CG 020 296

Covington, Stephanie S.
Women and Addiction: A Collection of Papers.
PUB DATE- 85
NOTE- 87p.
AVAILABLE FROM- Stephanie S. Covington, 1129 Torrey Pines Rd., La Jolla, CA 92037 ($9.00 plus $1.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adults; *Alcoholism; *Drug Addiction; *Females; *Sexuality

This document contains five papers on women and addiction all of which were originally presented at various conferences held between 1982 and 1984. "The Chemically Dependent Woman...Who is She?" gives an overview of what is currently known about basic sociological and psychological problems that affect the lives of chemically dependent women. "Treatment for Women: What Can We Do with What We Know?" combines a theoretical perspective based on the literature about alcoholic women with the author's own clinical experience in implementing and facilitating women's groups in treatment programs. "Chemically Dependent Women and Sexuality" is a review of the literature documenting the relationship between alcoholism and various aspects of women's sexuality. "Sex and Alcohol: What Do Women Tell Us?" discusses the relationship between sex and alcohol in women's lives, focusing on acquainting counselors with women's issues and on the importance of dealing with these issues in alcoholism treatment programs. "Alcohol and Family Violence" explores gender differences between the victims and perpetrators of violence in relation to alcohol consumption and dependence, offering a theoretical analysis of the differences found. (NB)

ED 288 124
CG 020 297

Brown, Tammie D.; And Others
Anxiety Levels of Children Living in Intact, Single Parent, and Blended Families.
PUB DATE- Nov 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anxiety; *Children; *Divorce; Elementary Secondary Education; *Family Structure; One Parent Family; Parent

ED 288 138
CG 020 311

Epstein, Jennifer A.; And Others
Attributions for Success and Failure in Smoking Cessation.
PUB DATE- Aug 86
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 020 312.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior Change; *Failure; Locus of Control; *Motivation; *Smoking; *Success

This study examined the determinants of attributions for success or failure in stopping smoking in a self-help treatment program with and without a drug component. Subjects (N=137) were randomly assigned to one of three experimental conditions: (1) nicotine gum and a self-help manual with an intrinsic motivational orientation; (2) self-help manual with an intrinsic motivational orientation only; and (3) nicotine gum and a self-help manual with an extrinsic motivational orientation. At follow-up interviews, patients rated the extent to which their continued non-smoking or their trouble in quitting completely were influenced by their own efforts, their abilities, the challenge of quitting, an unexpected event, and their doctor. The results revealed a significant main effect for smoking status on internal attributions. Ex-smokers made higher internal attributions for success than did smokers for failure to quit. The interaction of the motivational orientation with status was significant in that smokers in the intrinsic conditions made higher internal attributions for their failure than did smokers in the extrinsic group. Patients' success or failure in quitting influenced their attributions independently of treatment condition. Quitters made more internal and less external attributions for their smoking status than did smokers. These attributions may also predict continued abstinence. (NB)

ED 288 139
CG 020 312

Epstein, Jennifer A.; And Others
Attributions for Long-Term Maintenance of Smoking Cessation or Relapse.
PUB DATE- Aug 87
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 311.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior Change; *Failure; Followup Studies; Locus of Control; *Motivation; *Smoking; *Success

A previous study examined determinants of attributions for success or failure in stopping smoking in a self-help treatment program with and without a drug component. This follow-up study examined

ED 288 153
CG 020 326

Rosenthal, Nina Ribak
Religious Freedom: A Human Rights Concern for Counselors.
PUB DATE- 24 Apr 87
NOTE- 17p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; *Compliance (Legal); Counselor Role; Elementary Secondary Education; *Public Schools; Religion; Religious Holidays; *School Counselors; *Student Rights
IDENTIFIERS- *Religious Freedom

As minority groups, civil rights activists, and legislators push for cultural pluralism to replace the melting pot concept, the school counselor's role expands to include advocating and defending human rights. This study investigated religious practices in public schools, the perceptions of teachers regarding such practices, and the existence and use of guidelines related to religious-related activities. Teachers (N=93) who were enrolled in university education courses at California State University, Stanislaus, completed a questionnaire by indicating whether or not each of 20 specific events occurred in their schools and whether they thought such events should occur. Four additional items assessed whether teachers had guidelines regarding appropriate religious-related activities, whether they followed such guidelines, and whether they would follow such guidelines if developed. The results indicated that, although a majority of respondents wanted more religious-related activities, most reported abiding by the law concerning prayer and Bible reading in the schools. Only 21.5% of respondents indicated they had guidelines related to appropriate religious-related activities and over 50% of respondents thought such guidelines should be developed. Counselors should help administrators and teachers recognize the importance of protecting minority students' rights and developing guidelines to ensure such protection. Counselors must promote the development of a school environment that welcomes all individuals and encourages religious liberty. (NB)

ED 288 154
CG 020 327

Baum, L. S.; And Others
Lifestyle Behaviors as Predictors of Malignant Neoplasm Development.
PUB DATE- Jan 88
NOTE- 42p.; Paper presented at the Annual American Statisitcal Association Winter Conference (San Antonio, TX, January 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Adults; *Behavior Patterns; *Cancer; *Farm Occupations; *Life Style; *Predictor Variables

The relationship between lifestyle behaviors and the onset of neoplasm development has been researched extensively. This study took a multivariate approach in attempting to identify lifestyle variables which could predict group membership among subjects diagnosed as having cancer and those subjects who have not been diagnosed as having cancer. Eighty adults without cancer and 36 adults with cancer completed the Northeast Louisiana University

medium-sized urban medical clinic, a large metropolitan health department, a rural health department, and a junior high school based health clinic. Each program used a variety of innovative methods to attract males into their family planning programs. This report examines the methods used to attract males at each of the four demonstration sites and reviews the barriers to their effectiveness. The report concludes that, to have a serious impact on teenage pregnancy, family planning programs must address the role of the adolescent male. It recommends that such programs examine their goals and methods of operation to ensure that this role is being addressed. (Author/NB)

ED 288 168
CG 020 343

After-School Activities: A Survey of Fullerton School District.
Coalition Concerned with Adolescent Pregnancy, Santa Ana, CA.
PUB DATE- Aug 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *After School Programs; *Grade 7; Junior High Schools; Needs Assessment; *Parent Attitudes; Preadolescents; *Student Attitudes; *Student Needs; Time Management

The Coalition Concerned with Adolescent Pregnancy is sponsoring a project entitled Planning Programs for Young Adolescents which focuses on after-school needs of children between the ages of 10 and 15 in Orange County, California. To determine these needs, needs assessment surveys were completed by 90 seventh grade students and 93 parents. The results indicated two levels of contradiction. One level involved differences between what parents wanted their children to be doing after school and what the students actually were doing. The second level involved differences between the activities in which the students were actually participating and the activities in which they wanted to participate. While nearly all students indicated that they spent some afternoon time doing homework, parents wanted more time spent on homework. While parents indicated that they wanted their children to spend more time on school-sponsored activities, volunteer work, and getting help with academic work, only one-third of the students reported being involved in school-sponsored activities and very few did volunteer work or received tutoring. Students reported a desire to be more involved in enriching activities, but cited lack of access and parent attitudes as interfering with participation. These findings have implications for the development of after-school programs for young adolescents. The appendix completing this document includes: a letter to parents; a survey; an After-School Program questionnaire; a Young Adolescent Resource News newsletter, and a county, district, and area map.

CS 008 963

Reading. Suggested Learner Outcomes, Grades 9-12.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- Jul 85
NOTE- 30p.; For Language Arts, Grades 9-12, see CS 210 850.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Content Area Reading; *Curriculum Development; Functional Reading; Mastery Learning; Reading Achievement; *Reading Instruction; Reading Programs; *Reading Skills; Secondary Education; *Secondary School Curriculum; *Skill Development; State Curriculum Guides; *Student Educational Objectives

This publication notes that while the elementary school student must learn to read, the secondary school student must read well to learn. With this purpose in view, this curriculum guide presents checklists that can serve as organizational tools for teachers who wish to plan meaningful reading experiences that develop skills and strategies for use in both content area and reading classes. Both mastery and functional skills are included. Recommended student experiences and achievements are listed separately for grades 9 through 12, and for each grade the guide provides: (1) a list of learner outcomes; (2) a skills checklist; and (3) a student record sheet. (SKC)

ED 288 183
CS 008 966

Myers, Miles
The Present Literacy Crisis and the Public Interest.
PUB DATE- [86]
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; Cultural Context; *Educational History; *Educational Objectives; Educational Policy; *Educational Practices; Educational Trends; Education Work Relationship; Elementary Secondary Education; *Literacy; Literacy Education; Professional Development; Public Education; *Public Support; School Support; Standards; Teacher Education; Teaching (Occupation); Teaching Skills
IDENTIFIERS- *Public Interest

If teaching is to develop fully as a profession, the public must be made aware of the historical foundation of the present literacy crisis and the necessity for better learning conditions for students. Literacy standards adopted by the public progressed from oral literacy (speaking fluently), through signature literacy (signing one's name), recitation literacy (reciting familiar materials), and sign literacy (reading simple words), to comprehension literacy (reading unannounced passages from stories).

ED 288 196
CS 210 847

Mueller, Lyn Zalusky; And Others
Teaching and Testing Our Basic Skills Objectives (T & T). Writing: Grades 1-3.
South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- Jun 87
NOTE- 103p.; For the "Writing: Grades 4-12" document, see ED 253 886.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Classroom Environment; *Content Area Writing; Course Content; Creative Writing; Family Environment; Lesson Plans; Persuasive Discourse; Primary Education; *Teacher Role; Teaching Guides; Writing Evaluation; *Writing Processes; *Writing Skills
IDENTIFIERS- Basic Skills Assessment Program; Writing Attitudes

Designed to assist primary teachers in creating a classroom environment that stimulates students' growth in writing, this guide offers suggestions, lists, charts, and activities for classroom use in the primary grades. Following a preface and philosophy, the first section discusses young writers and the writing process, with subsections on stages of the writing process, conferencing, and BSAP (Basic Skills Assessment Program) objectives. The second section offers suggestions for helping young writers in the classroom, including setting up a writing environment; involving teachers, parents, and administrators; writing across the curriculum; and tracking and assessing progress. The final section answers questions that primary grade teachers may have about implementing such a program, concerning writing readiness, selecting good children's books, and integrating reading and writing. Four pages of resources are included. Appendixes include a list of professional organizations, ideas for publishing student writing, sample parent letters, ERIC Digests on spelling, and BSAP scoring criteria. (JC)

ED 288 197
CS 210 850

Language Arts. Suggested Learner Outcomes, Grades 9-12.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- Jul 85
NOTE- 45p.; For "Reading, Grades 9-12," see CS 008 963.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

focuses on the interaction itself, one's overall communication orientation, and, uniquely, the absence of violence. (JG)

ED 288 210
CS 505 727

Dolphin, Carol Zinner
Beyond Hall: Variables in the Use of Personal Space in Intercultural Transactions.
PUB DATE- Nov 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Communication Research; Comparative Analysis; Crowding; *Cultural Differences; *Cultural Traits; Culture Contact; Foreign Countries; Interpersonal Communication; Nonverbal Communication; *Personal Space; Sex Differences; Social Differences
IDENTIFIERS- *Physical Contact

Edward Hall's long accepted theories of proxemics, developed in the mid-sixties of this century, promoted the idea that culture plays the definitive role in determining how different individuals use personal space. Contact cultures, inhabited by people who are comfortable with touching and close contact, include those of Arabia, Latin America, and Southern Europe, while non-contact cultures--those of Northern Europe, Asia, and India/Pakistan--maintain greater personal space and are less comfortable with touching while conversing. However, new studies have suggested that Hall's categories are too narrow, and that the distance people maintain while conversing and the amount of touching they are comfortable with are influenced by age, sex, relationship, environment, and ethnicity. R. Shuter discovered that Italian males, who are contact oriented, touched a great deal in conversation, but Italian men and women in conversation touched no more and conversed no more closely than non-touching Germans. Moreover, E. Bauer's studies suggested that American blacks are more comfortable invading one another's personal space than American whites, and R. Lerner's and others' studies contend that children who invade personal space are tolerated more than adults who do the same. Future proxemics research might include, among other things, studies on intercultural interactions between contact and non-contact cultures. (Three pages of references are included.) (JC)

DESCRIPTORS- *Business Communication; Business Education; Career Planning; Careers; *College Curriculum; *Course Content; Curriculum Development; Educational Change; *Educational Trends; Higher Education; Relevance (Education); Speech Communication; *Speech Curriculum; Student Attitudes; Student Motivation; Teacher Attitudes; Teacher Responsibility; Teacher Role; Teaching Methods
IDENTIFIERS- California; University of California Davis

Using the Rhetoric and Communication Department of the University of California at Davis as an example, this paper addresses the problems of small communications departments that face increasing student enrollments by both majors and students seeking to enhance their communications skills, with no additional faculty to handle such a load. After an introduction defining the characteristics of a small department, the paper raises the issue of careerism--the emphasis in undergraduate communication courses on teaching only those communication skills and applied theory required by the business community. After citing fallacies of careerism, such as the desire for a prescription of behaviors and skills without the necessary diagnostic training to know when to apply them, the paper describes changes resulting from careerism, including the booming popularity of business, professional speaking, and organizational communication courses. The paper argues that while large speech departments can create separate courses in attractive areas, the small department must adapt existing group communication courses to parallel the skills required by the business community. The paper concludes with a description of class activities and assignments accommodating the desire for increased career relevance, and with an admonition to retain the traditional theories, fundamentals, and general principles of communication in the midst of such changes. (Nine endnotes are included.) (JG)

ED 288 225
CS 505 804

Ray, Sally J.
News According to Pretoria: A Legal Perspective concerning the Suppression of Free Speech in South Africa.
PUB DATE- 6 Nov 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Culture; African History; *Censorship; Civil Rights; *Democratic Values; Foreign Countries; Freedom of Information; *Freedom of Speech; Government Role; News Media; *News Reporting; Photojournalism; Political Attitudes; *Press Opinion; Racial Relations
IDENTIFIERS- *South Africa

While the government of South Africa has outwardly promoted democracy since 1983, it nonetheless has placed its press under tight constraint to discourage dissent concerning political issues affecting these schools' future. Following an introductory chapter, the report presents demographic information in chapter II. The county shows a general population decline. Two elementary schools show only a slight decline, while two others have declined dramatically since 1979. The high school's enrollment has declined and will continue to do so. Chapter III reviews facilities and miscellaneous items pertinent to the study. Chapter IV contains consultants' conclusions and recommendations. After addressing some Ohio Department of Education concerns about auxiliary services, transportation, school charters, and teacher certification, the study recommends that (1) the schools continue under their present organizational structure; (2) the low enrollments of St. Mary and St. Joseph be assigned highest priority by the schools' supporting parishes; (3) St. Mary Central address its accommodation problem carefully; (4) more dialogue be promoted among the schools; and (5) pastors and school administrators be given this report. Appended are the minutes of meetings with pastors and school officials. (MLH)

ED 288 238
EA 019 710

Crim, Kenneth; And Others
Tipp City Exempted Village School Study.
Tipp City Exempted Village Schools, Ohio.
PUB DATE- Mar 86
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; Board of Education Policy; Census Figures; Cohort Analysis; *Community Characteristics; Community Zoning; Consultants; Declining Enrollment; Educational Philosophy; Elementary Secondary Education; *Enrollment Projections; *Facility Utilization Research; *Population Trends; Residential Patterns; School Closing; *School Demography; Tables (Data)
IDENTIFIERS- *Tipp City Public Schools OH

Faced with declining enrollments and the recommendation to combine two middle schools, the Tipp City, Ohio, school board contacted consultants to examine the school facilities, focusing on current and future use, and look closely at past and current demographic data to project school enrollments. Data from the United States Census and from organizations that rely on census information to make their analyses are utilized. Seven tables and four figures accompany the text. Enrollment in the school district will continue to decline for the next several years unless some unforseen change takes place in the community. Conferences and phone calls with city personnel disclosed that residential development is considerably restricted for a variety of reasons. The five school facilities are in excellent condition, with adequate space to house the current and predicted enrollment. Recommendations include maintaining the two middle schools; retaining the current grade organization; improving the interior of one school; and expanding instruction in art, music, foreign languages, and computer education. The appendix contains four tables showing birth and death rates in Miami County based on the Research Based Elements of Instruction of Madeline Hunter. In addition, every administrator is required to take a 20-hour course in clinical supervision. The report describes how research-based elements of instruction and clinical supervision, curriculum development, and career incentives and opportunities are contained in the program and related to student learning. Overall goals are followed by specific objectives for these three factors. Following sections list the overall goals and specific duties of all the participants, evidence of program effectiveness, affiliation with other districts, and a budget summary. Appended charts illustrate the organization of the professional development plan and the curriculum development cycle; and a list of common essential skills is provided. (MLF)

ED 288 251
EA 019 742

Allen, Dennis L.; Peinert, William F.
Evaluate Teaching--Not Teachers!
PUB DATE- Jun 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board of Education Policy; Elementary Secondary Education; *Evaluation Methods; Peer Evaluation; Principals; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Evaluation; *Teaching Skills
IDENTIFIERS- *North Olmsted City Schools OH

In North Olmsted City Schools, Ohio, teacher evaluation is a continuous, cooperative, constructive process involving both the evaluator and the teachers. One set of performance variables evaluated relates to professional climate: (1) classroom management; (2) pupil-teacher relationships; (3) pupil-pupil relationships; (4) teacher-parent communication; and (5) performance of required school routines and responsibilities. New teachers, and those who have not gained tenure, receive a comprehensive evaluation that requires three full evaluation conferences per year. Each conference requires observations with pre- and post-meetings dealing with the intent, content, and methodology of the observations. Tenured teachers undergo a comprehensive evaluation every third year. During the interim when tenured teachers are not evaluated by their building principals, they formulate their own alternative evaluation plans that have included student, parent, and peer evaluation of teaching performance; videotaped lessons focusing on specific teaching behaviors; as well as specific project and product-oriented activities (19 examples of such activities are cited). (MLF)

ED 288 264
EA 019 786

Cook, Richard P.; And Others
Directory of Public Elementary and Secondary Education Agencies. Fall 1986.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-374
PUB DATE- 86
NOTE- 252p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00320-1; $13.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agencies; Education Service Centers; *Elementary Secondary Education; Government Publications; National Surveys; *Public Schools; Regional Schools; *School Districts; State Departments of Education; State Schools

Derived from data collected from state education agencies, the directory lists all reported education agencies in the nation and provides basic information about each agency. The introduction contains statistical highlights and three summary tables. A complete entry for an agency includes street and mailing address, county, grade span, number of schools, and metropolitan status. Presented in alphabetical order by type within state and outlying areas are: (1) regular school districts including supervisory union components; (2) supervisory union administrative centers; (3) regional education service centers; (4) state operated agencies; (5) federally operated agencies; and (6) other type agencies. Definitions are provided. Regular school districts and component districts of supervisory unions, with 15,738 being reported, represent the single largest type of agency category and account for 92.3 percent of all reported agencies. State education agency addresses are listed in the appendix. (MLF)

EC

ED 288 265
EC 200 288

Gerry, Martin H.
Monitoring the Special Education Program of Correctional

amendments to the Education of the Handicapped Act, which mandates serving handicapped infants and toddlers. In chapter 1, the legislative history of P.L. 99-457 is reviewed along with associated funding issues. Chapter 2 focuses on the newest program, serving the birth to 2-year-old population, and considers program design and development strategies. In chapter 3, the challenges of serving handicapped preschoolers are discussed, and integration options such as Head Start are described. Personnel preparation issues are addressed in chapter 4, which portrays the ways in which four states have dealt with staff shortages. Chapters 5 and 6 focus on the family, specifically on child care and on the increasingly powerful role of parents in early intervention and preschool efforts. Case studies conclude each chapter and examples of innovative programs across the country are cited throughout. Six appendixes include the text of P.L. 99-457 and information on minimum age mandates.(CL)

ED 288 279
EC 200 598

Weiner, Roberta; Hume, Maggie
...And Education for All--Public Policy and Handicapped Children. Second Edition.
Capitol Publications Inc., Alexandria. VA. Education Research Group.
REPORT NO.- ISBN-0-937925-26-8
PUB DATE- 87
NOTE- 217p.; For first edition, see ED 266 608.
AVAILABLE FROM- Capitol Publications Inc., 1101 King St., Alexandria, VA 22314 ($29.95 paperback--ISBN-0-937925-26-8; $53.00 hardcover--ISBN-937925-31-4).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Costs; Court Litigation; *Disabilities; Educational Finance; Educational History; *Educational Trends; Elementary Secondary Education; *Federal Legislation; Futures (of Society); Individualized Education Programs; Infants; Preschool Education; *Special Education; Teaching Methods
IDENTIFIERS- *Education for All Handicapped Children Act; *Education of the Handicapped Act Amendments 1986

The book examines the history and speculates on the future of special education, particularly with reference to P.L. 94-142, the Education for All Handicapped Children Act and the Education of the Handicapped Act Amendments, P.L. 99-457. Part 1 focuses on the history of legislation (including Section 504 of the Rehabilitation Act, amendments to the Elementary and Secondary Education Act, and Senate and House action leading to P.L. 94-142); the history of regulations (proposed and final rules); and the history of litigation. Part 1 concludes with a review of advances in teaching methods, with a section on technology in the classroom. Addressing the future of special education, Part 2 begins with a discussion of money problems and questions about backlash. The future of special education litigation is addressed in terms of such issues as

Braille, pictorial instruction, and cassette tapes. The "Magic Wand Speaking Reader," intended to be used with Texas Instruments, Inc.'s "Talking Tracks" bar codes and a computer-aided bar code printing system, is described and diagrammed. Research on bar code technology is reviewed, including a needs survey, engineering performance evaluation of the "Magic Wand," evaluation of the intelligibility of the synthesized speech, and successful use with bar coded recipes. Also described is ongoing research in such areas as teaching first aid skills to retarded persons and use of bar coded dictionaries. Limitations of the technology, such as the precision needed for properly tracking the bar codes, are cited. (JDD)

ED 288 293
EC 200 764

Living with Asthma: Part I, Manual for Teaching Parents the Self-Management of Childhood Asthma.
National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD. Div. of Lung Diseases.
REPORT NO.- NIH-86-2364
PUB DATE- Apr 86
NOTE- 381p.; For Part 2, the Manual for Teaching Children, see EC 200 765.
CONTRACT- N01-HR-7-2972
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asthma; *Behavior Modification; Drug Therapy; Elementary Education; Parent Child Relationship; *Parent Education; Problem Solving; *Self Care Skills; *Self Help Programs; Workshops
IDENTIFIERS- *Child Health Care

The Living with Asthma Program is designed to teach asthma self-management skills to children (ages 8-12) with asthma and to give their parents the knowledge and behavior modification skills to help their children take over responsibility for managing the condition. Both groups receive training in problem solving and in ways to improve family interactions that relate to the management of the child's asthma. The parents participate in eight sessions which utilize a variety of teaching techniques, including lecture, discussion, role playing, decision making and problem solving, modeling, homework, audiotapes, written handouts, and visual materials. Topics of the sessions are: (1) understanding the nature of asthma; (2) medication management of asthma; (3) basic concepts of learning, including positive reinforcement; (4) behavioral terms and techniques useful for self-management; (5) antecedent conditions; (6) concurrent conditions; (7) possible consequences of asthma; and (8) problem solving. The manual provides an overall leader's guide plus materials specifically designed for teaching the topics covered in each session, including a summary of goals and resources, a session activity list, extensive teaching notes may serve as targets for intervention (interaction between service provider and family, the parent, the child, parent-infant interaction, the child's family, and the community). (VW)

ED 288 306
EC 200 777

Kersh, Mildred E.
Integrative Curriculum for Gifted Learners.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Ability; Cognitive Processes; *Creativity; *Curriculum Development; *Curriculum Research; Educational Theories; *Gifted; Holistic Approach; Independent Study; Inquiry; *Integrated Curriculum; Models; Self Concept

This paper reviews the literature concerning integrative curricula for gifted learning. The goals of such curricula include encouraging students to incorporate innovative ideas into their learning activities, promoting self-actualization, unifying students' educational activities across subject-matter boundaries, and aiding students in organizing their knowledge and experience. Noted is the linking of integrative education to effective human functioning and self-image, independent investigation, inquiry approaches, and "whole brain" learning or "whole child" education. To translate the goals of integrative education into curricula, four models of curriculum development are discussed. The first, by Philip H. Phenix, proposes six dimensions of knowing and their corresponding cognitive abilities, and matches each qualitative dimension with a quantitative one. Katherine B. Bruch has developed a "Creative Characteristics Model" which includes physical, emotional, mental, and integrative sub-systems. The third model is J. Cecil Parker and Louis J. Rubin's "Process as Content Model" which involves organizing each subject around cognitive and operational processes. Alastair Taylor's model approaches integrative education by examining the integrative principles in human societies and suggesting hypotheses that focus on uniformities among levels of social systems. (JDD)

ED 288 307
EC 200 778

Mertens, Donna M.; Kluwin, Thomas N.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Civil Rights Legislation; *Disabilities; Equal Opportunities (Jobs); Equal Protection; Federal Legislation; Federal Programs; Futures (of Society); *Handicap Discrimination; *Public Policy

The Assistant Attorney General of the Civil Rights Division, United States Department of Justice, comments on the state of disability policy in the United States as reflected in current laws and regulations. Interagency efforts within government are seeking to identify gaps in coverage, as well as duplications and overlap, in existing federal disability programs. Rather than attempting to embrace a single piece of vaguely worded, expansive legislation, bills tailored to specific problems will ultimately result in a more comprehensive set of protections for handicapped citizens. The passage of legislation to assure nondiscrimination in private sector employment is a top priority for action. Other areas needing attention are disincentives to work found in the social security programs, and discrimination in housing, education, federally assisted health care services, and social services. (JW)

ED 288 321
EC 200 799

Shelton, Terri L.; And Others
Family-Centered Care for Children with Special Health Care Needs.
Association for the Care of Children's Health, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
REPORT NO.- ISBN-0-937821-48-9
PUB DATE- 87
NOTE- 79p.; Photographs will not reproduce well.
GRANT- MCJ-113793-02-0
AVAILABLE FROM- Association for the Care of Children's Health, 3615 Wisconsin Ave., N.W., Washington, DC 20016 ($5.00; 10 for $45.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Community Health Services; Cooperation; Coping; *Delivery Systems; *Diseases; *Family Involvement; Family Role; Health Personnel; *Health Programs; Outreach Programs; Parent Education; Parent Participation; *Special Health Problems
IDENTIFIERS- *Child Health Care

The book defines and discusses eight key elements of a family-centered approach to care for children with chronic illnesses and special health care needs: (1) recognition that the family is the constant in the child's life, while the service systems and personnel within those systems fluctuate; (2)

Disabilities and Their Families.
New Jersey State Developmental Disabilities Council, Trenton.
PUB DATE- [86]
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Services; Delivery Systems; *Developmental Disabilities; Employment Services; Medical Services; Preventive Medicine; *Private Agencies; *Public Agencies; *Resources; Social Services; State Programs; Vocational Education
IDENTIFIERS- Early Intervention; Independent Living; *New Jersey

This volume provides a quick reference to services available in New Jersey for people with developmental disabilities and their families. The guide begins with a brief overview of New Jersey's definition of developmental disabilities, a description of the work of the New Jersey Developmental Disabilities Council, and an outline of civil rights guarantees provided by major Federal laws. The guide contains the following chapters: "Delivery of Services" (public agencies, county offices on the handicapped, private providers); "Preventive and Remedial Health Care" (prevention, diagnosis and evaluation, financial assistance); "Identification and Early Intervention"; "Special Education"; "Vocational Training and Employment" (Division of Vocational Rehabilitation Services, employment services, sheltered workshops, work activities training centers); "Community Living and Habilitation Services" (personal care assistants, respite care, community care programs for the elderly and disabled, day training, adult activities, adult day care); "Transportation Services"; "Recreation and Leisure"; "Advocacy, Legal Assistance, and Guardianship"; and "Adoption and Foster Care." Each chapter lists organizations providing services for the developmentally disabled, along with the address, telephone number, and description of the specific services offered. (JDD)

ED 288 336
EC 201 217

Patrias, Karen
Newborn Screening: National Library of Medicine Literature Search, January 1980 through March 1987. No. 87-2.
National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- Mar 87
NOTE- 58p.
AVAILABLE FROM- Literature Search Program, Reference Section, National Library of Medicine, 8600 Rockville Pike, Bethesda, MD 20894 (free; send a gummed, self-addressed label).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Congenital Impairments; *Disabilities; *Handicap Identification; Metabolism; *Neonates; *Screening Tests; Sickle Cell Anemia; Special Health Problems

A study examined the linearity of discourse in letters to the editor written in English by native Japanese speakers and native English speakers. The objective was to examine the linear and non-linear patterns of Japanese and English speakers' letters, respectively. It is concluded that cultures are not limited to one rhetorical pattern, and linear and non-linear rhetorics are universal. Certain rhetorical styles may predominate in a given culture, depending on the writer's social and personal circumstances, and a writer conscious of stylistic conventions can more easily learn new conventions than one who is not. When teaching composition, it is a mistake to say that English is intrinsically linear, and if the linear form appears foreign to Japanese students, it is because they have not been taught this form yet. The students' problems in writing English may mirror their problems in writing Japanese as a result of poor education. The so-called linear form cannot be taught well in a classroom environment uncomplementary to critical thought, or imposed through rote memorization. Teachers of English as a second language should not hesitate to correct errors in logic. The target rhetorical form, not the students' supposed rhetoric, should be emphasized. (MSE)

ED 288 351
FL 016 982

de Vries, John
The Spatial Organization of Language in Canada, 1981. Discussion Papers in Geolinguistics No. 13.
North Staffordshire Polytechnic (England). Dept. of Geography and Recreation Studies.
PUB DATE- 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Diachronic Linguistics; English (Second Language); Foreign Countries; French; *Geographic Distribution; Language Maintenance; *Migration Patterns; *Official Languages; *Second Languages; State Surveys; Trend Analysis
IDENTIFIERS- *Canada; *Geolinguistics

An analysis of the geographic distribution of native languages in Canada's provinces gives an overview of the distribution of three native speaker groups: English, French, and all other languages combined. The study gives particular emphasis to changes or trends appearing between 1971 and 1981, with 1971 data used as a baseline. A language segregation index of 0 (no segregation) to 1.00 (maximum segregation) is used to indicate the relative proportion of native speakers of each group. Distributions of native speakers from each language group and of native speakers of the province's official languages are also indicated for each province by percentages of native speakers, mutual information values, and comparisons of observed and expected proportions for 1971 and 1981. Overall, the changes found were minor, with the English and French groups maintaining their high degree of segregation. While some of the distribution changes are explained by statistical measures, the processes underlying the changes are unexplained and require further analysis of trends in bilingualism, minority language maintenance and shift, and migration. (MSE)

Regulation; Federal State Relationship; Higher Education; State
Aid; *State Federal Aid; Statewide Planning; *Student Costs;
Student Financial Aid
IDENTIFIERS- *Job Training Partnership Act 1982; Pell Grant Program;
*Tennessee

The Job Training Partnership Act (JTPA) of 1982 is a federally funded program for, and directed by, the states and provides that the governor of the state is the official recipient of JTPA funds. A study was conducted in Tennessee to identify and document a generalizable formula for determining eligible funds used to match JTPA expenditures to support a proposed change in current practices of identifying JTPA matching funds on the record of individual participants. Data were collected on individual students enrolled for the 1984 fall quarter for several variables; in addition, data contained in institutional reports covering the same time period were used. Individual student forms were distributed for a random sample of students drawn from institutional listings of Pell Grant-eligible students. Respondents for each institution were asked to furnish information on each student in the sample, including amounts computed in each of the following areas: total cost to college, student share, Pell Grant, vocational rehabilitation, veterans' benefits, and funds used. Respondents also indicated whether or not each student was eligible for JTPA and whether JTPA funds were used to pay the student share of the cost. Although the results of the study were limited by its small sample, the study indicates that the Pell Grant expenditures for aid recipients far exceed the matching requirements for JTPA funds. The data show that the Pell Grant expenditure per student is considerably higher than the student share paid by JTPA in the two types of schools with JTPA aid recipients, and, consequently, the composite group of aid recipients. In terms of actual dollars involved, the expenditures by/for JTPA-eligible students in fall quarter 1984 were student share: $111,712, total match: $558,617, a ratio of 5 to 1 overmatch. (Author/KC)

ED 288 028
CE 048 910

Gladstone, Mia S.
Mentoring as an Educational Strategy in a Rapidly Changing Society.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
SPONS. AGENCY- Quebec Dept. of Education, Quebec.
REPORT NO.- ISBN-2-9800816-4-7
PUB DATE- Oct 87
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Business; College Students; Educational Strategies; Females; Foreign Countries; Gifted; Higher Education; Individual Characteristics; *Interpersonal Relationship; *Interprofessional Relationship; *Mentors; Modeling (Psychology); Nontraditional Students; Nursing; Professional Development; *Significant Others;

*Social Change; *Teacher Student Relationship

A study examined mentoring in the educational context. The study was based on a qualitative approach that involved open-ended interviews, reports and transcripts of discussions from 9 mentoring workshops, and responses and comments from more than 300 questionnaires. Examined in the study were the role of mentors in society; the motivation for mentoring; the characteristics of mentors and mentorees; mentoring in learning situations (students as mentors; teachers as mentors to teachers; symbiosis in mentoring; and patterns in mentoring gifted, nontraditional, college, and university students); women as mentors to women in careers; and patterns of mentoring in close interpersonal relationships. As far as the arguments against mentoring are concerned, it appeared that careful preparation could keep mentor programs from failing and that encouraging self-confidence and independence among mentorees could alleviate the dangers of mentorees becoming clones of or overly dependent on their mentors. Because of the tendency for interpersonal relationships to weaken in times of rapid social change, the need for mentoring has become particularly evident with the advent of the information age. Mentoring can provide students with a sense of security by helping them develop flexibility, awareness of and identification with the whole institution, and pride in the individuals associated with the institution and their talents. (A 13-page bibliography on mentors and mentoring is included.) (MN)

target (setting goals and making plans to achieve them). Self-directed behavior is a major program goal, since students are taught how to find information in a systematic and persistent fashion. In an information age, the major survival skill is not getting information, but getting to the right information or knowing the best way to collect information. (YLB)

ED 287 986
CE 048 594

Olsen, Diane; Hintzen, Neil
Hotel Clerk Test Development Project. Final Report.
Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- [86]
NOTE- 224p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Clerical Workers; Competence; Competency Based Education; *Criterion Referenced Tests; Evaluation Methods; Field Tests; Higher Education; *Hospitality Occupations; *Hotels; *Performance Tests; Standards; Student Evaluation; Task Analysis; *Test Construction; Test Items; Test Manuals; Vocational Education
IDENTIFIERS- Florida State University

A project was conducted to develop two criterion-referenced, multiple-choice tests and a performance test for the hotel clerk occupational area. Procedures were recommended for administration of the tests and field test and for revision of the tests. Evaluation experts analyzed the performance standards being tested, drafted test items, reviewed the items, conducted field tests, revised the tests, and finalized the tests and procedures for administering them. (This document contains a report on the drafting of the tests and the following appendixes, which make up the bulk of the document: list of participants, occupational proficiency performance standards, list of standards, task analysis, item matrices, written tests, and performance test administration manual.) (KC)

ED 288 000
CE 048 783

Baldwin, Stephen E.
Technology and Employment Policy. Monograph Series, Vol. 1, No. 7.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Aug 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dislocated Workers; *Educational Needs; Educational Policy; Educational Trends; Elementary Secondary Education; Employment Level; *Employment Patterns; Employment Problems; Entry Workers; Federal Government; Federal Programs; *Futures (of Society); *Government Role; Job Training; Postsecondary Education; Program Effectiveness; Public Policy; Retraining; State Government; *Technological Advancement; Unemployment

This report was written for the Technology Policy Task Force of the Committee on Science, Space, and Technology, U.S. House of Representatives. The report examines the nature and history of technological change, its impact on large and small firms and their workers, and its policy implications. The paper stresses that individuals, schools, firms, and public agencies must recognize the importance of basic skills in adapting to change. It urges parents to monitor the schools and help them provide their children with the reading, writing, and problem-solving skills needed to enter and remain in the economic mainstream. The report notes that firms consistently offer to provide specific training to motivated new workers with basic skills. In addition, federal programs such as the Job Training Partnership Act and Trade Adjustment Assistance are needed to assist displaced workers. However, it was found that major programs providing incentives for companies specifically to retrain their workers in new technologies have yet to be developed at the federal level (although several states have initiated such programs). The report concludes that government at all levels should aid industries and individuals adjusting to new technologies; however, those assisted must use available resources conscientiously to help themselves. (KC)

Enrollment and Retention at the Abbeville Career Vocational Center. The Emergence of Vocational and Occupational Education in America.

PUB DATE- Apr 86
NOTE- 55p.; Practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Educational Planning; *Enrollment; *Public Relations; *School Holding Power; Secondary Education; Student Recruitment; *Vocational Education; *Vocational Schools

An investigation focused on positive means of recruiting and retaining students needed to reach a goal of 200 students at the Abbeville Career Vocational Center (South Carolina). Two methods used to research pertinent data were a literature search and interviews with key persons who had experienced similar problems. Data were compiled to develop a comprehensive recruitment plan that would provide parents and students with information pertinent to the value of vocational education. This plan included materials, strategies, and timetables for implementation. It was reviewed and revised, and evaluative criteria were established to provide useful feedback for improvement. (An appendix includes the recruitment and retention plan. It encompasses the formation of a recruitment committee, implementation of the plan using existing personnel and funds, and the major expenditures for the revision of the course booklets and transportation for student tours of the career center. Contents include information for a situation analysis, lists of goals and objectives, a marketing strategy, a recruitment/retention action plan, a public relations calendar, and information on controls evaluation.) (YLB)

ED 288 043
CE 048 938

Secondary Projects. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series--M36.

Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Mar 87
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Development; Developing Nations; Development; *Economic Development; Federal Programs; Foreign Countries; *International Programs; Needs Assessment; Problem Solving; Program Development; Program Evaluation; *Program Implementation; Resources; *Technical Assistance; Voluntary Agencies; Volunteers; *Volunteer Training
IDENTIFIERS- *Peace Corps

This manual is designed primarily to assist Education Peace Corps Volunteers undertake community projects in addition to their primary job assignment. Chapter 1 discusses the factors that determine the measure of success of the project. The process, not the product, is emphasized. Chapter 2 on situational analysis outlines areas of investigation to provide the volunteer with a basic understanding of the circumstances of the community. Chapter 3 includes suggestions for determining the specific needs of the community and the interests and skills of the volunteer. Chapters 4 and 5 provide outlines for a feasibility study and the basic structure of a project plan. Chapter 6 details a six-step approach to problem solving. Chapter 7 deals with evaluation and documentation and provides sample formats. Chapter 8 contains information about technical resources, sources of financial or material aid, and project ideas by sector. Guidelines tell how to use resources appropriately. Chapter 9 details the stages that a group goes through in the course of a project. Three appendixes offer advice from sector specialists on manuals and other resources for projects in their particular area, give short descriptions of actual field projects, and contain two case studies with discussion questions. A short bibliography is included. (YLB)

This manual is intended to assist Peace Corps trainers in providing inservice technical training in small enterprise development. The following topics are covered: expectations and sharing of resources, problem analysis as a part of project identification, procedures in setting goals and objectives, steps in identifying project resources, the importance of feasibility/viability analysis, a feasibility model for projects, fundamental marketing concepts, techniques for gathering market information, quality control, the role of intermediaries in marketing, methods of costing and pricing products, roles/responsibilities and work plans, techniques of budgeting for small projects, record systems and cash books, noncash recordkeeping, simple balance sheets and income statements, accounting techniques for nonliterates, proposal writing, methods of funding proposals, and evaluation of the inservice training program. All materials included are targeted toward individuals who do not have academic backgrounds in business but who have become involved in local income-generating projects. All of the individual sessions have both a theoretical and practical basis in that they review important business principles and apply them specifically to host-country situations. (MN)

ED 288 057
CE 048 954

Goodwin, Sarah Hall
Planning and Conducting All Volunteer Conferences. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-44.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Aug 86
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Conferences; *Inservice Education; *Institutes (Training Programs); *Planning; Postsecondary Education; *Program Development; Program Implementation; Records (Forms); *Volunteer Training
IDENTIFIERS- *Peace Corps

This manual is intended to assist those Peace Corps field staff and volunteers who are considering or planning an all-volunteer conference (that is, an inservice event that is designed to provide personal, programmatic, and technical support to Peace Corps volunteers). The first chapter reviews current practices (including objectives, designs, and themes) in all-volunteer conferences throughout the Peace Corps. Chapter 2, which is devoted to the process of planning an all-volunteer conference, covers procedures for deciding to have a conference, organizing a conference committee, determining a conference's objectives and design, developing conference themes and an agenda, planning evaluation and follow-up activities, and taking care of all the logistical details involved. The third chapter discusses procedures for implementing conference plans; making a final check of committee responsibilities, the conference agenda, and conference facilities and arrangements; activating and monitoring the agenda; carrying out a conference evaluation; and conducting closure and follow-up activities. Appendixes include 15 sample session plans of five conference themes (volunteer support issues, host country political and development issues, program and training review, learning/sharing opportunities, and relationships and renewal); suggestions for planning recreational and social events; sample forms; and a conference planning checklist. (MN)

Health Services; Industrialization; Labor Force Development; *Labor Market; Manufacturing Industry; Natural Resources; Postsecondary Education; Productivity; Quality Control; Secondary Education; Service Occupations; *Social Change; *Statewide Planning; Technical Education; Vocational Education

IDENTIFIERS- *Wisconsin

The following are among the 45 papers included in this proceedings: "Labor Force Changes in the United States: Implications for Education and Training" (Kutscher); "Industry, Employment, and Family Income: Wisconsin's Status" (Stoner); "Future Demographic and Social Trends" (Zach); "International Business in Wisconsin's Future" (Shank); "Wisconsin's Economy in the Global Marketplace" (Somersan); "Changing American Economy" (Zempel); "The Role of Wisconsin Electric Power Company in State Economic Development" (Berman); "Manufacturing in Wisconsin: Times Are Changing" (Kinney); "Future Skill Needs as Seen by Harnischfeger Industries, Inc." (DeMaster); "Agriculture in Transition: Educational Challenges of the New Farm Management" (Grossi); "Biotechnology and Its Effect on Agriculture" (Brill); "Prospectus of Wisconsin Agriculture: 1987 and in the Future" (Gunderson); "Educating for Change" (Weisensel); "Home Health Care: The Future Is Now" (Barmore); "Current Health Care Issues in Wisconsin: HMO Provider Perspective" (Brady); "Health Care Must Change if It Is to Survive" (Hanser); "Role of Services in the U.S. Economy" (Duncan); "Economic Development Potential of Service Sector Industries in Wisconsin" (Wade); "Insurance Industry" (Johnson); "Importance of Foodservice to Future of Working Wisconsin" (Lump); "Innovations in Education: 30 Years after Sputnik. Implementation and Inertia" (Bransford); "Communications Technology: Implications for Wisconsin" (Bornstein); "Structuring Expectations: Telecommunications in the 1990s" (Weston); "Computers, Schools, and the Work Place" (Long); "Computer Technology in the Next 20 Years" (Beetem); "Impact of the Computer Industry on Working in Wisconsin" (Groom); "Manufacturing Must Key-in to Advancing Computer Technology" (Lauer); "Space Station: The Next Logical Step" (Cook); "Wisconsin's Space Future" (Rice); "A Retrospective and Prospective Look at Some of the Nation's Resource Issues" (Frederick); "Energy and Wisconsin's Economy" (Brand); "Timber Resources and Products" (Lange); "Environmental Management: A Global Profit Center" (Braun); "Outlook for Work, Productivity, and Labor/Management Relations" (Oswald); "Changing Nature of Work, the Work Place, Managerial Behaviors and Implications for Wisconsin's Economy" (Witte); "High School/Technical College Connection" (Parnell); "Human Resource Development" (Broomfield); and "Future of Education and Training" (Bellman). Summaries, assumptions and issues, and additional resources are included. (MN) and reach the same goal as a teacher who has spent four years completing a baccalaureate degree. Strategies to induce T & I people to enter a degree program have included emphasis on the possibility of advancement and monetary enhancement. Change will only occur if T & I teacher educators become involved with the persons and organizations that have initiated and propagated the present system. (YLB)

ED 288 083
CE 049 046

Duenk, Lester G.
Virginia Tech's Off Campus Provisional Certificate Vocational Education Program.
PUB DATE- Dec 87
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association of Industrial and Technical Teacher Educators (Las Vegas, NV, December 5-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Teacher Education; *Extension Education; *Individualized Instruction; Inservice Teacher Education; Learning Modules; *Teacher Certification; Teacher Education Curriculum; Teaching Skills; Vocational Education; *Vocational Education Teachers

Virginia Tech has implemented an off-campus individualized instruction model for new, inservice, provisional certificate teachers. The program has incorporated several innovations to enhance the quality and efficiency of this approach, which has been practiced in various states for a number of years. The provisional certificate course series consists of five offerings taught over a two-year period: introduction to vocational and technical education, methods of teaching vocational subjects, laboratory management, curriculum development, and evaluation. Use of the conventional model Performance-Based Teacher Education modules is a basic program component. Specialized modules have been developed in the areas of methodology for teaching handicapped and disadvantaged students, planning a first-week management system, demonstrating an understanding of adolescent behavior, and demonstrating a knowledge of federal, state, and local policies. After the provisional certificate requirements have been completed, a teacher educator completes the competency program sheet, which indicates competence in seven areas mandated by the Virginia Department of Education. Some periodic group interaction is required. (A list of modules used and a competency program sheet are appended.) (YLB)

IDENTIFIERS- *Temple University PA

The project described in this report was conducted at Temple University (Pennsylvania) to design a collegial process and the necessary instructional materials to enable the practicing vocational educator to engage in professional development with a commitment to a formative approach. The project attempted to bring inservice vocational teacher certification programs in the state in close approximation with school-based "induction" and "continuing professional development" programs. During the project, a process was developed and built into the present certification program to facilitate a formative approach and serve as a bridge between level I and level II certification. Instructional materials (modules) were developed for use in Temple's existing vocational teacher certification program and vocational teacher educator staff development program. Temple teacher education faculty and staff were trained in the process, which was pilot tested at selected field sites in eastern Pennsylvania. The modules developed in this project make up a large portion of this document. The modules focus on (1) developing a lesson plan to guide group instruction, and (2) facilitating a Council of Educators' review. Each module lists objectives, prerequisites, resources, learning experiences/activities, and level of performance assessment instruments. (KC)

ED 288 097
CE 049 146

Cook, Robert F., Ed.
Worker Dislocation. Case Studies of Causes and Cures.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
SPONS. AGENCY- Employment and Training (DOL), Washington, DC. Office of Research and Training.
REPORT NO.- ISBN-0-88099-052-X
PUB DATE- 87
NOTE- 224p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Colleges; *Dislocated Workers; *Employment Programs; Government School Relationship; *Job Placement; *Outplacement Services (Employment); Postsecondary Education; Program Content; Program Effectiveness; Public Agencies; *Retraining

Case studies were made of the following dislocated worker programs: Cummins Engine Company Dislocated Worker Project; GM-UAW Metropolitan Pontiac Retraining and Employment Program; Minnesota Iron Range Dislocated Worker Project; Missouri Dislocated Worker Program Job Search Assistance, Inc.; Hillsborough, North Carolina, Dislocated Worker Project; Cleveland, Ohio, United Labor Agency Dislocated Worker Project; Houston Community College-Texas Employment Commission Dislocated Worker Project; Tacoma, Washington, ASARCO Copper Smelter Dislocated Worker Project; and Dane County, Wisconsin, Dislocated Worker Project. All of these programs had placement rates higher than those of Comprehensive Employment and Training Act (CETA)-funded demonstrations, and only two of the programs for which a wage replacement ratio could be calculated had ratios below that of the CETA demonstrations. Persons in technical occupations appeared to have the least trouble finding new jobs or regaining their old jobs and thus needed such programs less than did persons in nontechnical jobs. It was also found that many eligible workers from given plants never take advantage of dislocated worker programs. The recruitment efforts of programs that were either plant or industry specific tended to rely on management or union involvement, whereas those that were not specific to one plant or industry tended to revolve around the print and television media. None of the programs studied had any educational, attitudinal, or motivational screening procedures. Although the services offered varied widely from program to program, no program offered only a single service, and all the programs offered flexibility and freedom of choice to workers availing themselves of program services. (MN)

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Child Custody; Children; Family Problems; *International Law
IDENTIFIERS- Abductions; Congress 99th; *Parent Kidnapping

The Hague Convention on the Civil Aspects of International Child Abduction, an international law whose purpose is to establish uniform rules to be applied in cases of international child abduction, is described. The Hague Convention requires that children wrongfully removed or retained abroad in connection with parental custody disputes be promptly returned to the country of their habitual residence upon application of the left-behind parent, subject only to express conditions of a Central Authority in every party state to receive and facilitate the processing of return requests. Children wrongfully abducted or retained could be returned to the United States as well as returned to other countries from the United States. A 68-page legal analysis of the Hague Convention by the Department of State for facilitating understanding of the Convention by parents, judges, lawyers, and public and private agency personnel is included. (ABL)

ED 288 110
CG 020 283

Medicare Catastrophic Loss Prevention Act of 1987. Report from the Committee on Finance (To Accompany S. 1127). 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
REPORT NO.- Senate-R-100-126
PUB DATE- 27 Jul 87
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; *Federal Programs; Federal Regulation; Health Insurance; *Medical Services; *Older Adults; Public Policy
IDENTIFIERS- *Catastrophic Insurance; Congress 100th; *Medicare; Proposed Legislation; Social Security Act

The Medicare Catastrophic Loss Prevention Act of 1987, a bill which would protect Medicare beneficiaries from catastrophic expenses associated with covered Medicare services is reported on in this document from the Senate Committee on Finance. The report opens with the Committee's recommendations that the bill pass as amended. The background and need for the legislation are discussed, noting that this legislation responds to the concern that Medicare which has no upper limit on cost-sharing charges does not offer protection against catastrophic hospital and physician expenses. The bill is explained section-by-section with a comparison of current law and provisions of the bill. Hearing dates, committee voting records, estimated costs of carrying out the bill, and regulatory impact are discussed. Viewpoints expressing concerns about the bill by Malcolm Wallop and William Armstrong are presented. Changes in existing law made by the bill are shown in Titles XI, XVII, and XIX of the Social Security Act, in the Internal Revenue Code of 1986, and in the Omnibus Budget Reconciliation Act of 1986. (ABL)

Child Relationship; Remarriage; Stepfamily

Researchers have not yet been able to determine the effect of divorce on children's level of anxiety. Many studies suggest that divorce and remarriage can cause a great deal of anxiety in children. A study was conducted to determine if elementary, middle, and high school students differ in levels of state anxiety (level of anxiety at a particular point in time) and trait anxiety (overall level of anxiety) dependent on the family structure in which they live (intact, single parent, or blended). The State-Trait Anxiety Inventory for Children was administered to 909 children in grades 2 through 12 and their anxiety levels were examined. Analysis of variance techniques with appropriate follow-up procedures were used to assess differences in state and trait anxiety levels in children living in the three different family structures. No significant differences were found dependent on family type. (Four pages of references and 11 data tables are included.) (Author/MB)

ED 288 125
CG 020 298

Nolte, William H., Jr.; And Others
Teen Life Choices. Pregnancy Prevention: Abstinence through Life Skills. A Seventh and Eighth Grade Curriculum.
Haywood County Consolidated Schools, Waynesville, N.C.
SPONS. AGENCY- North Carolina State Dept. of Human Resources, Raleigh. Div. of Health Services.
PUB DATE- Jul 86
NOTE- 182p.
CONTRACT- 6630358
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; Behavior Problems; Coping; *Daily Living Skills; Decision Making Skills; *Grade 7; *Grade 8; Junior High Schools; *Pregnancy; Pregnant Students; *Prevention; Self Esteem; Sexuality
IDENTIFIERS- *Abstinence; *North Carolina

This pregnancy prevention curriculum guide for seventh and eighth grades is based upon the concept that individuals with social behavioral problems such as teenage pregnancy, drug abuse, criminal records, and other disruptive behaviors have a set of symptoms in common. Those symptoms include poor self-esteem, a lack of assertiveness, the inability to cope positively, poor decision-making skills, and lack of association with positive groups. These five symptoms form the five content areas in the curriculum. Sections for each symptom contain a brief content rationale and lesson plans which focus on the prevention of teenage pregnancy through abstinence. Two surveys on sexual attitudes are included. Each lesson plan's format includes the concept or rationale for teaching the lesson, the behavioral objective, the organization or classroom seating arrangement of the students during the lesson, an outline of the cognitive information to be taught, the activity method or how the lesson is to be taught, time required for teaching the lesson, a listing of equipment and materials required to teach the lesson, the grade level at which it is to be taught, and the North Carolina State Competency Goal which the lesson addresses. A list of suggested audiovisuals and a bibliography are included. (ABL) the attributions that successful quitters made after remaining abstinent through 12 months, or after they relapsed. Subjects (N=137) had been assigned to one of three experimental conditions: (1) nicotine gum and a self-help manual with an intrinsic motivational orientation; (2) self-help manual with an intrinsic motivational orientation only; and (3) nicotine gum and a self-help manual with an extrinsic motivational orientation. Fifty patients quit smoking and returned for follow-up interviews. At each interview subjects rated how much their non-smoking or their return to smoking was influenced by their own efforts, their abilities, an unexpected event, or their doctor. Abstainers made more internal attributions and lower attributions to chance than did relapsers. Abstainers also gave credit to their physicians for success. Relapsers blamed unexpected events for their failure but did not fault their doctor. Treatment manipulation influenced attributions in that extrinsic gum abstainers attributed their success to chance more than did intrinsic abstainers. These findings suggest that relapsers given an intrinsic self-help manual may be best prepared to try quitting again since they blamed neither themselves nor their doctor, but attributed their failure to chance. (NB)

ED 288 140
CG 020 313

Behm, Karen; Futrell, Eloise
Recording the Hard Times: A Leader's Guide.
Louisiana State Univ., Baton Rouge. Cooperative Extension Service.
PUB DATE- Jul 87
NOTE- 21p.; Document is printed on colored paper. For related document, see CG 020 314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Coping; *Group Counseling; *Group Discussion; Leaders Guides; *Preadolescents; *Stress Variables

This document contains a leader's guide for Recording the Hard Times, a program designed to help young people between the ages of 11 and 15 handle the stress in their lives or the stress of their friends. It notes that the workbook is designed to be used in a group setting while the specific recording sessions are designed to be completed individually. The format should give children a chance to record their feelings while working through an organized plan for coping with a problem. Information is provided on how to organize and conduct a session. Warning signs to help leaders determine when a child is under stress are listed and suicide danger signals are noted. Suggestions are provided for speakers and possible topics. A set of stress cards is included which can be used to stimulate group discussions. Two small posters are also provided. (NB)

Cancer Study Questionnaire by providing patient identification, next of kin data, patient data, patient biographical and historical data, medical data, home ecological data, hobbies and recreational data, nutritional data, and eating outside the home data. A total of 19 lifestyle behaviors were measured. Discriminant analysis with a stepwise entry of variables was used to treat the data and resulted in a statistically significant discriminant function with three variables in the prediction equation. Variables measuring Vitamin C dose, educational background, and agricultural occupation were found to contribute significantly to prediction of group membership, with Vitamin C dose and education level being inversely related to cancer incidence and agricultural occupation being positively related to cancer incidence. The findings suggest that lifestyle behaviors can be used to successfully differentiate between cancer and noncancer groups. (Author/NB)

ED 288 155
CG 020 328

Hill, Paul, Jr.
An American Social Worker in the Federal Republic of Germany.
PUB DATE- Sep 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cross Cultural Studies; *Family (Sociological Unit); *Federal Legislation; Foreign Countries; *Government Role; *Social Services; *Youth Programs
IDENTIFIERS- United States; *West Germany

This report resulted from a 14-day Study Tour for American Experts in Youth Work arranged and financed by the Federal Republic of Germany Ministry for Youth, Family and Health which provided American youth workers with an opportunity to study the youth services structure and culture of West Germany. The structure of the West German Ministry for Youth, Family and Health is explained and responsibilities of the Ministry's five departments are discussed. The Youth Welfare Act is reviewed briefly and outstanding characteristics of youth work in the Federal Republic of Germany are identified. The German definition of youth, broader and more specific than the United States definition, is explained and age categories from babies to young adults are listed. Rights of individuals at different ages are described. Involvement of the church and trade unions with youth through residential youth facilities is discussed. The importance of the family is emphasized, differences between family life in the United States and Germany are explored, and marriage and family law in Germany is discussed. The report concludes that the quantitative and qualitative social services differences between the Federal Republic of Germany and the United States are significant and that the existing system in the United States is inefficient compared to that of Germany. (NB)

ED 288 169
CG 020 344

Trumbull, Leon
Group Counseling to Reduce Maladaptive Behavior and Enhance
Self-Esteem in the Middle School.
PUB DATE- Jul 87
NOTE- 79p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Change; *Behavior Problems; Elementary Education; Elementary School Students; *Group Counseling; *Middle Schools; *Program Effectiveness; School Counseling; *Self Esteem; Student Adjustment; *Student Behavior

Counselors at one middle school would see the same students repeatedly for disruptive behavior in the classroom. The counselors' efforts did not appear to reduce these repetitive referrals. This study used group counseling to address the maladaptive behavior of the students and to improve their self-esteem. Students were selected by six teachers and two groups of eight students each received 12 sessions of counseling. The counseling sessions focused on self-esteem, communications, interpersonal relations, self-discipline, and values. Student behavior was measured with the Behavior Rating Scale (BRS) and the Teacher Report Form (TRF) of the Child Behavior Checklist at the beginning and at the end of the counseling sessions. The Coopersmith Self-Esteem Inventory was administered at the beginning and end of the practicum to measure changes in self-esteem. The results of the study were positive. Fourteen students completed the program. Thirteen students improved in adaptive functioning as measured by the TRF and 11 reduced maladaptive behavior as measured by the BRS. Nine student improved in self-esteem over the course of the program. The standard of achievement of a 20% reduction in maladaptive behavior and a 20% increase in self-esteem was not met for all students. (Author/NB)

Each of these previous standards met a specific national need during a particular historical period and each required a different teaching style. The new literacy standard for inferential literacy requires that citizens be able to go beyond literal word meanings to interpret textual meanings and that students as workers be able to solve problems to adapt to new technologies and participate in decision making. A new group of interactionist teaching practices for inferential literacy instruction emphasizes developmental changes in the mind's structure and social interaction as a key to intellectual development. To organize classrooms, the typical class load must be reduced, classroom interruptions must be stopped, more money must be spent on reading materials with content, and methods of assessing achievement must be changed--judgments of answers must be anchored in a discipline. Teachers must run their own staff development programs and be allotted time for professional interaction. The present literacy crisis is based on a record of unprecedented school success requiring an increasing standard of literacy. To achieve the new standard the public must be willing to continue to guarantee educational services. (NKA)

ED 288 184
CS 008 969

Durgunoglu, Aydin Y.
Limited Role of Contextual Information in Adult Word Recognition. Technical Report No. 411.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Nov 87
NOTE- 25p.; Paper based on doctoral dissertation, Purdue University. Portions of this research were presented at meetings of the Midwestern Psychological Association (Chicago, IL, May 1987). Funding also provided by a grant from Purdue Research Foundation.
GRANT- R01-HD15054
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cognitive Processes; *Context Clues; Decoding (Reading); Higher Education; Language Processing; Language Research; Models; Psycholinguistics; *Reading Processes; Reading Research; Reading Skills; Semantics; *Word Recognition

Recognizing a word in a meaningful text involves processes that combine information from many different sources, and both bottom-up processes (such as feature extraction and letter recognition) and top-down processes (contextual information) are thought to interact when skilled readers recognize words. Two similar experiments investigated word recognition latencies of adult readers who read single words that were manipulated by repetition and/or degradation, and the effects of context were observed. Subjects for the first experiment were 40 introductory psychology students, while those for the second experiment were 60 different students. Findings indicated that repeated words were recognized faster than nonrepeated words, but were not any less affected by semantic context. The two degradation manipulations (inserting asterisks between a word's letters and masking a word) slowed word recognition as compared to a clear presentation. However, only the masking manipulation produced contextual inhibition, and the magnitude of context effects did not always vary monotonically with the word recognition latencies in the neutral condition. A version of the interactive-compensatory model of skilled reading is the most compatible explanation of the results of these experiments, because that model contends that slowed word recognition is not always accompanied by contextual compensation and that adult readers depend on their decoding processes when the processes are slowed, unless the data are inadequate for such analysis. (SKC)

Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; Critical Thinking; *Curriculum Development; Drama; *English Curriculum; Grammar; Interpersonal Communication; Journalism Education; *Language Arts; Listening Skills; Reading Skills; Secondary Education; *Secondary School Curriculum; *Speech Curriculum; Speech Instruction; Spelling Instruction; State Curriculum Guides; Student Educational Objectives; Vocabulary Development; Writing Instruction; Writing Skills

Noting that language skills such as thinking, listening, reading, writing, and speaking are basic to education, this guide for Oklahoma schools contends that school curricula should emphasize the role that language arts play in understanding all subjects, achieving success in life, and in communicating with people. Following a discussion of the philosophy behind the language arts curriculum, the guide presents instructional goals for grades 9 through 12 in the following subject areas: (1) language arts skills; (2) literature; (3) composition; (4) grammar; (5) spelling and vocabulary; (6) handwriting; (7) speech/drama; and (8) journalism (including a journalism skills chart). Preceding the section on speech/drama are scope and sequence charts for literature, composition, grammar, handwriting, listening, and speaking. (SKC)

ED 288 198
CS 210 851

Olasky, Marvin N.
Libel: Utilitarian Justice vs. Biblical Truth-Telling.
PUB DATE- [86]
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Biblical Literature; Christianity; *Court Litigation; *Freedom of Speech; Justice; *News Media; Newspapers; *News Writing; Press Opinion
IDENTIFIERS- *Libel; *New York Times Co v Sullivan

Since "New York Times Co. versus Sullivan," the amount of money spent on libel suits brought against the media, and the amount of money awarded to litigants, has skyrocketed. Most people who file such suits against the media are not seeking monetary damages, but only vindication for damage to their name and reputation. However, they may spend millions on legal fees, only to have a favorable decision overturned during appeals. In response, many juries award huge sums to some litigants to make up for others who receive nothing. Insurance against libel has become prohibitively expensive as well. Part of the problem of winning such cases is the stipulation that litigants must prove malice on the part of the media, which is nearly impossible, but nonetheless forces lawyers and juries to spend hours looking over journalists' papers and notes. A reasonable alternative can be found in the Bible, which suggests, in many places, that the goal in punishment for libel is "to make whole" rather than award vindictively high monetary sums. Plaintiffs would no longer have to prove malice, leaving punishment for such evil intentions to God; rather, the courts would only have to determine that libel had been committed and speedily award reasonable damages to those defamed. Finally, the media would be more careful in checking sources, since falsehood would always be swiftly punished. (Thirty end notes are provided.) (JC)

ED 288 211
CS 505 734

Language and Creative Arts. Iowa Developed Energy Activity Sampler, 6-12. Revised.

Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Drama; Elementary Secondary Education; *Energy Conservation; *Energy Education; *Language Arts; Poetry; Research Methodology; Research Skills; State Curriculum Guides; Student Attitudes; Teaching Methods; Theory Practice Relationship

Intended for teachers of grades 6 through 12 who wish to incorporate information on energy and energy conservation into drama, poetry, literature, or research instruction, this guide offers lesson plans to educate elementary or secondary students about energy through class activities. An introduction explains the need for such instruction, and offers five concepts students should understand after experiencing the activities: (1) energy is basic; (2) energy usefulness is limited; (3) the environment is affected by energy exchanges; (4) energy conservation is necessary; and (5) everyone can shape and share the future of energy. Following a list of committee members and an introductory letter are 17 lesson plans based on the five concepts, including activities for writing poems about energy, researching energy issues and roleplaying various viewpoints, finding songs about energy, staging puppet and mime shows, and debating energy issues. (JC)

and enhance the government's credibility. Not only are journalists within the country restricted, but foreign correspondents as well. Moreover, although there are no official censors, censorship is implied by the laws because journalists are restrained from commenting freely and the subject matter on which they may report is limited to issues that are not contentious. The laws are so vague that journalists could easily report something the government subsequently objects to, which engenders a form of self-censorship. South Africa's government states that its mission is democracy, but its reaction concerning free speech contradicts its assertions. A free press is necessary to a democracy because it promotes discussion and dissent, which in turn fosters public consensus. The government, however, believes a free press to be dangerous to its well-being until a democracy is established. South Africa's government needs to understand that a free press is not a product of a democracy but an essential element of the process of peaceful change. (Forty-three references are included.) (JC)

ED 288 226
CS 505 805

Walker, James R.
The Impact of a Mini-Series: A Quasi-Experimental Study of Attitude Change Produced by "Amerika."
PUB DATE- Nov 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Audience Analysis; Foreign Countries; Higher Education; *Mass Media Effects; *Political Attitudes; Popular Culture; Publicity; Public Opinion; Television Research; *Television Viewing
IDENTIFIERS- *Amerika (Miniseries); *Audience Response; Controversial Topics; Media Exposure; Media Use; USSR

A study examined attitude change for viewers of "Amerika," an ABC television miniseries about the takeover of the United States by Soviet forces. Subjects, 267 undergraduates in communication courses at Memphis State University, completed a pretest a week prior to the airing of "Amerika" and a posttest a week after. The respondents were told that the purpose of the questionnaire was to gather information about student attitudes on topics of national interest, and all references to "Amerika" were avoided until after subjects had completed the posttest. Results indicated that only 18% of the respondents reported viewing more than 2 hours of the more than 14-hour miniseries. The failure of "Amerika" to capture the attention of the general television audience suggests that the series had a limited appeal. Attitude change appeared to be focused on actions that should be taken to prevent the kind of Soviet conquest depicted in the series. Respondents who experienced an increasing sense of loyalty to their country were less likely to have been exposed to series publicity (most of it negative).

Respondents with stronger beliefs that Americans should have more freedoms than citizens of other countries, that the communist threat is important, and that the United States needs a strong military defense were slightly more likely to have seen more of the series than others. Apparently, "Amerika" did suggest to some viewers that Americans need to do more to protect their freedoms. (Tables of data, notes, and 40 references are appended.) (NKA)

1955-1984. (MLF)

ED 288 239
EA 019 711

Hall, Gene E.
The Principal's Role in Setting School Climate (for School Improvement).
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Change; Educational Change; *Educational Environment; Elementary Secondary Education; *Leadership Styles; *Principals
IDENTIFIERS- *Conceptual Frameworks

Given that principals play a role in setting school climate, this paper focuses on how this actually happens. First, the paper explores different criteria and variables as possible frameworks for defining the term "climate." This task is complicated by problems in identifying consensus findings due to weak variable definitions and lack of reliable, valid measures. Next, the databases and conceptual frameworks used to relate the principal's role, school climate, and effects are discussed. These frameworks are then employed to describe three different roles (responder, manager, and initiator) that principals can asume as change facilitators, along with brief descriptions of the types of climate likely to result. Responder style principals, who attend to the present and neglect long-range goals and alternative directions, can foster a rough atmosphere with fuzzy logistics and inefficient management practices. Manager style principals organize efficiently, support teachers well, overprotect them from outside pressures, and cushion the arrival of innovations. When committing to implementation, manager-principals are smooth facilitators in terms of logistics, resources, and innovative procedures. Initiator-principals are skilled at administrative procedures and at pushing students and teachers to excel. They have a strong future vision, support teachers' collaboration, and carry on meaningful dialogs related to student needs and achievements. Implications of the three roles for school improvement are also discussed. Included are 16 references and 6 figures. (MLH)

ED 288 252
EA 019 744

Simon, Toby R.
Basic Boardsmanship. School Board Library Series. Volume 3.
New Jersey School Boards Association, Trenton.
REPORT NO.- ISBN-0-912337-06-0
PUB DATE- 86
NOTE- 55p.
AVAILABLE FROM- New Jersey School Boards Association, 413 West State Street, P.O. Box 909, Trenton, New Jersey 08605-0909 ($9.95 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Role; *Boards of Education; Elementary Secondary Education; School Administration; *State Boards of Education; State Government; *State School District Relationship
IDENTIFIERS- *New Jersey

Since 1974, New Jersey board of education members' responsibilities have increased in direct proportion to major legislative actions and mandates affecting the state's public schools. This revised pamphlet was written to help new board members carry out their responsibilities. The first chapter outlines board members' authority as elected state officials, policymakers, and representatives in the educational governance chain. Chapter 2 describes board meeting procedures, including selection of officers, the Sunshine Law (the Open Public Meetings Act of 1975), group and individual member rights, the committee system, and basic parliamentary procedure. Chapter 3 explains the board's relationship with school executives and important facts concerning staff evaluation, management team-building, superintendent selection, and the chain of command. Chapter 4 treats curricular matters, while chapter 5 discusses student rights related to corporal punishment, freedom of speech, student records, searches, and special education. Chapter 6 discusses budgetary matters, and chapter 7 handles building and maintenance functions. Chapter 8 is devoted to labor relations, highlighting collective bargaining, negotiating teams, contract administration, and related procedures. Chapter 9 discusses public relations issues, and chapter 10 describes the New Jersey School Boards Association's functions and services. (MLH)

Institutions: A Guide for Special Education Monitoring Staff of State Education Agencies.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Mar 86

NOTE- 36p.; Print is marginally legible. Best copy available.

AVAILABLE FROM- National Association of State Directors of Special Education, 2021 K St., N.W., Suite 315, Washington, DC 20006; Correctional/Special Education Training Project, C/SET Office, 305 Farmer Building, Arizona State University, Tempe, AZ 85287.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Role; *Compliance (Legal); Confidentiality; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; *Delinquency; Due Process; Equal Education; Mainstreaming; Prisoners; *Program Evaluation; *State Departments of Education; Trend Analysis

IDENTIFIERS- Education for All Handicapped Children Act; *Incarcerated Youth; Rehabilitation Act 1973 (Section 504)

Intended for special education administrators in State Education Agencies (SEAs), the guide examines the development of monitoring plans to evaluate compliance with P. L. 94-142, the Education for All Handicapped Children Act, in terms of special education programs in adult and juvenile state correctional institutions. An initial section summarizes the legal and policy background, noting specific implications within P.L. 94-142 and its regulations as well as Section 504 of the Rehabilitation Act. A profile of state and local correctional and detention institutions within the criminal justice system is provided, followed by an analysis of trends in the characteristics of juvenile offenders and the incidence of handicapping conditions. Development of an annual monitoring plan in the SEA is detailed for three tasks which may be performed off-site: (1) selecting programs for monitoring; (2) establishing screening issues and targeting criteria; (3) collecting and analyzing targeting information. The final section pinpoints eight compliance issues for in-depth monitoring: right to education; child identification, location, and evaluation; individualized education programs; procedural safeguards; confidentiality; protection in evaluation procedures; least restrictive environment; and comprehensive system of personnel development. Implications of each issue for correctional settings are considered. (CL) extended year programing, placement in the least restrictive environment, Acquired Immune Deficiency Syndrome, due process, mediation, the Medicaid conflict, and attorneys' fees. Placement problems are also explored, including overplacement of learning disabled students and the controversy over "slow learners." Problems of excessive paperwork are noted, and the possibility of computerized individualized education programs is examined. A final chapter focuses on the new mandate of P.L. 99-457, the 1986 amendments to the Education of the Handicapped Act, to serve handicapped infants and toddlers. Personnel and financial issues are considered. Among appended material is the text of the Education of the Handicapped Act. (CL)

ED 288 280
EC 200 599

Hume, Maggie
A Mandate To Educate: The Law and Handicapped Children. First Edition.
Capitol Publications Inc., Alexandria, VA. Education Research Group.
REPORT NO.- ISBN-0-937925-27-6
PUB DATE- 87
NOTE- 117p.
AVAILABLE FROM- Capitol Publications, Inc., 1101 King St., Alexandria, VA 22314.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; *Disabilities; Due Process; Educational Trends; Elementary Secondary Education; *Federal Legislation; Futures (of Society); Student Placement; Trend Analysis
IDENTIFIERS- *Education for All Handicapped Children Act

The book reviews the history of special education litigation, both before and after passage of P.L. 94-142, the Education for All Handicapped Children Act, and considers the future of such litigation. Legal milestones in the education of handicapped children are traced from Brown v. Board of Education of Topeka in 1954 to Honig v. Doe in 1987. The future of special education litigation is explored in terms of the following issues: a free, appropriate public education; placement in the least restrictive environment; Acquired Immune Deficiency Syndrome; related services; the 1986 Education of the Handicapped Act Amendments (PL 99-457); the Medicaid conflict; the Supreme Court's rulings on discipline; due process mediation; attorneys' fees; and the shortcomings of litigation. The text of the Education of the Handicapped Act is appended. (CL)

and background material, visual aids, and handouts to be copied and distributed to participants. (VW)

ED 288 294
EC 200 765

Living with Asthma: Part 2, Manual for Teaching Children the Self-Management of Asthma.
National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD. Div. of Lung Diseases.
REPORT NO.- NIH-86-2364
PUB DATE- Apr 86
NOTE- 261p.; For part 1, the Manual for Teaching Parents, see EC 200 764.
CONTRACT- N01-HR-7-2972
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asthma; *Behavior Modification; Drug Therapy; Elementary Education; Parent Child Relationship; *Parent Education; Problem Solving; *Self Care Skills; *Self Help Programs; Workshops
IDENTIFIERS- *Child Health Care

The Living with Asthma Program is designed to teach asthma self-management skills to children (ages 8-12) with asthma and to give their parents the knowledge and behavior modification skills to help their children take over responsibility for managing the condition. Both groups receive training in problem solving and in ways to improve family interactions that relate to the management of the child's asthma. The children participate in eight sessions which utilize a variety of teaching techniques, including games, illustrated notebooks, demonstration materials, situation cards, Marvin Marvelous stories featuring asthma-related plot lines, Dr. Q's newsletters with blanks to be filled in by the children, and opportunities for lecture and discussion. Topics of the sessions are: (1) basic asthma information; (2) medications; (3) becoming good observers and early warning signs; (4) early warning signs and remembering; (5) triggers; (6) plans for helping your asthma; (7) emergency situations; and (8) review and farewell. The manual provides an overall leader's guide plus materials specifically designed for teaching the topics covered in each session, including a summary of goals and resources, a session activity list, extensive teaching notes and background material, and handouts to be copied and distributed to participants. (VW)

Academic and Social Interaction for Hearing Impaired High School Students.

PUB DATE- Apr 86

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). For a paper on a similar topic, see EC 200 779.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Classroom Communication; Expectation; *Hearing Impairments; High Schools; *High School Students; Interpersonal Relationship; *Mainstreaming; Mathematics Education; Parent Attitudes; *Social Adjustment; *Special Classes; Special Education Teachers; Student Participation; Teacher Qualifications; Teaching Styles

The education process of hearing-impaired students in 18 public secondary mathematics classrooms was examined in order to account for achievement and social adjustment differences between 11 mainstreamed and 7 self-contained classrooms. The classrooms were compared on the following dimensions: (1) social interactions among students, (2) teacher training/experience, (3) teacher verbal behaviors, (4) teacher expectations as perceived by students, (5) parental expectations as perceived by students, (6) exposure to course content, and (7) student participation. Data came from teacher questionnaires, teacher logs, live observations of classes, and student questionnaires. Results indicated no interaction between the hearing and hearing-impaired students in the mainstreamed classrooms. The teachers in the mainstream classes had more training in the subject matter, as well as more experience as teachers. The teachers' verbal behaviors differed significantly, independent of the type of classroom. Teacher and parental expectations were not a factor. Mainstreamed classes received more work and more difficult work than the self-contained classes. Hearing-impaired students in both types of classrooms asked more questions than hearing students did. Cited are several important factors impacting achievement of the hearing-impaired, such as their initial abilities, family situation, and quality of teaching received. (JDD)

facilitation of parent/professional collaboration at all levels of health care; (3) sharing of unbiased and complete information with parents about their child's care on an ongoing basis in an appropriate and supportive manner; (4) implementation of appropriate policies and programs that are comprehensive and provide emotional and financial support to meet the needs of families; (5) recognition of family strengths and individuality and respect for different methods of coping; (6) understanding and incorporating the developmental needs of infants, children, and adolescents and their families into health care delivery systems; (7) encouragement and facilitation of parent-to-parent support; (8) assurance that the design of health care delivery systems is flexible, accessible, and responsive to family needs. The document also offers the following: (1) a brief review of selected research studies; (2) a series of checklists for professionals and parents, states, communities, professional training programs, hospitals, and research investigations; (3) lists of selected technical organizations, audiovisual and written materials, and family-centered programs; and (4) a list of over 70 references. (JW)

ED 288 322
EC 200 800

Comfort, Marilee
Differential Relationships of Parental Perceptions to Maternal and Paternal Involvement in Play with Young High Risk and Handicapped Children.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fathers; Interpersonal Relationship; *Mental Retardation; *Mothers; *Multiple Disabilities; Parent Attitudes; *Parent Child Relationship; Parenting Skills; Parent Participation; Parent Role; *Play; Young Children

Twenty-four two-parent families of young multihandicapped children (ages 2-37 months) participated in a study comparing play behaviors of fathers and mothers, as well as the relationship to parental involvement in play of fathers' and mothers' perceptions of (1) the child, (2) the impact of the child on the family, and (3) perceived level of intimate emotional support provided by the spouse. High rates of dyadic play behaviors observed at home and lack of significant overall differences between parent groups supported the notion that fathers and mothers were equally competent in interacting with their children with special needs. Within-family trends suggested that mothers matched verbalizations and directives more nearly to child abilities and interests. Fathers showed higher frequencies of physical involvement in play, but handled children in a gentle style similar to that of mothers. Correlations of parental play and perceptions resulted in minimal associations for mothers, but moderate associations for fathers, perhaps reflecting fathers' more discretionary role in parenting. (JW)

IDENTIFIERS- Cystic Fibrosis; Galactosemia; Hypothyroidism; Muscular Dystrophy; Phenylketonuria

This bibliography, prepared by the National Library of Medicine through a literature search of its online databases, covers all aspects of newborn screening. It includes references to screening for: inborn errors of metabolism, such as phenylketonuria and galactosemia; hemoglobinopathies, particularly sickle cell disease; congenital hypothyroidism and congenital adrenal hyperplasia; cystic fibrosis; and muscular dystrophy. Citations are primarily to journal articles from "MEDLINE," "HEALTH PLANNING AND ADMINISTRATION," and "BIOETHICSLINE." The bibliography contains over 750 references to English and foreign-language publications, issued between January 1980 and March 1987, in alphabetic order. (Author/JDD)

ED 288 337
EC 201 218

Glimps, Blanche E.
Teaching Language Skills to Culturally Different Handicapped Children.
PUB DATE- 23 Apr 87
NOTE- 13p.; Workshop presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; Elementary Education; *English Instruction; Integrated Activities; *Language Arts; Language Experience Approach; *Language Handicaps; Learning Activities; *Nonstandard Dialects; Pictorial Stimuli; Sentences; Speech Improvement; *Standard Spoken Usage; Teaching Methods
IDENTIFIERS- Language Diversity

Controversy exists as to the specific approach to use in teaching language arts skills to culturally and linguistically different children who speak non-standard English. Three primary approaches involve eradicating, maintaining, or expanding the home language systems of such children. In the expansion approach, children are taught to use standard English in appropriate context while respecting and maintaining their home language or dialect. The role of the teacher is important in helping these children learn to interpret written and oral forms of standard English. The teacher should make an assessment of the cultural and linguistic diversity within their classrooms and should be speech models for children. Specific strategies can be implemented to assist children in building language facility. These include: (1) using the language experience approach; (2) using pictures to build a visual-auditory association; (3) reading stories to students; (4) using techniques such as expansions, sentence building, sentence combining, and transformation to manipulate oral sentences; and (5) integrating language instruction within other academic areas. (JDD)

ED 288 352
FL 016 983

Offenberg, Robert M.; And Others
The Title VII Bilingual Learning Centers Projects in 1985-86: Bilingual Learning Centers in Junior High and Elementary Schools. Report No. 8720.
Philadelphia School District, PA. Office of Planning, Research and Evaluation.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 24p.
GRANT- G008-302912; G008-425188
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Educational Objectives; Elementary Schools; Elementary Secondary Education; Federal Programs; *Individualized Instruction; *Junior High Schools; Language Skills; Limited English Speaking; *Program Effectiveness; *Program Evaluation; *Resource Centers; Spanish Speaking; Urban Schools
IDENTIFIERS- *Pennsylvania (Philadelphia)

Two related, federally-funded bilingual education projects in Philadelphia are evaluated: the Bilingual Learning Centers in Junior High Schools and the Bilingual Learning Centers in Elementary Schools. The aim of these projects was to improve the cognitive skills of limited-English-proficient pupils through the addition of individualized instruction in learning centers to ongoing bilingual education programs. The native language of most of the pupils was Spanish, and the projects served two junior high schools and two elementary schools. The learning centers were staffed by resource specialists and bilingual aides, and provided specialized equipment and small-group instruction to assist in individualization. The programs were evaluated by statistical analysis of participants' standardized achievement test scores and attendance records. Findings showed that the junior high and elementary school projects met their objectives in attendance and English reading skills, but neither met the English vocabulary acquisition objective. The listening comprehension objective was met only by the elementary school project, and the mathematics computation objective was met only by the junior high school project. A list of center resources and results of the statistical analyses are appended. (MSE)

ED 288 015
CE 048 866

The School Store...Making It Work. Second Edition. Selling, Buying, Promotion, Operation, Store Security, Management, Accounting.
Michigan State Univ., East Lansing. Michigan Vocational Education Resource Center.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 87
NOTE- 375p.
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($18.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Distributive Education; *Experiential Learning; *Job Skills; *Laboratories; *Marketing; Program Development; Program Implementation; Retailing; Secondary Education; Work Experience
IDENTIFIERS- *School Stores

This handbook is intended as a resource for individuals involved in the development, operation, and expansion of school store laboratories. The first of three sections covers facility/laboratory planning. It includes detailed guidelines for establishing a new school store operation and remodeling or relocating an existing operation. Section II provides guidance for writing an employee store policy manual. The model presented can be easily adapted to any school store situation. Sample information for an imaginary store is divided into six suggested sections for a store manual. Section III on store functions is organized into seven fuctional areas: selling, buying, promotion, operations, store security, management, and accounting. Each of the functional areas begins with a narrative that details the major principles, concerns, and issues regarding this area of store operation. The narrative provides direction to the reader for successful store operation and suggests resources for additional direction. A listing of duties and tasks performed in General Merchandise Retailing at the Marketing Specialist level recommends learning activities to facilitate mastery of them. Student achievement records, a list of potential computer applications, and samples of forms typically used in connection with that function are provided for each function. A six-page bibliography is provided. Appendixes include blank forms, sales tax information, store layouts, an equipment list, results of a survey, school store roster, student achievement record, and vendor and membership directories. (YLB)

ED 288 029
CE 048 922

Project P.R.O.U.D.: People Reading Their Own Unique Dictation.
Mid-State Literacy Council, State College, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
Div. of Adult Education and Training Programs.
PUB DATE- 30 Jun 85
NOTE- 18p.; For the Project P.R.O.U.D. readers, see CE 048 923-928.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Illiteracy; *Language Experience Approach; Learning Activities; Literacy Education; *Material Development; *Reading Instruction; *Reading Materials; Reading Skills; *Student Developed Materials; Tutoring
IDENTIFIERS- 310 Project

Project PROUD (People Reading Their Own Unique Dictation) was designed to focus on the problems associated with book-centered, one-to-one tutoring to help adults learn to read. The problems that the project sought to eliminate were uninteresting, nonpertinent materials; focus on single skills rather than reading as communication; lack of learner-centered, self-worth attitudes; and feelings of being a one-of-a-kind nonreader. The project staff trained tutors in the language experience approach and designed appropriate accompanying exercises. The tutors then had students dictate stories concerning their experiences, knowledge, and concerns. Students then worked through these stories and exercises. Tutors submitted the stories and exercises to Mid-State Literacy Council for grouping according to reading level, editing, and publication in a set of six books. The six books that contain students' language experience stories with accompanying skill exercises and comprehension questions were developed for adult students at the 0-4 reading level, including non-English speaking adults. (YLB)

ED 288 212
CS 505 735

Bozik, Mary
Teachers as Listeners: Implications for Teacher Education.
PUB DATE- Nov 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; Higher Education; Language Processing; *Listening; *Listening Skills; *Models; *Preservice Teacher Education; Speech Communication; *Teacher Role; Teacher Student Relationship; Theory Practice Relationship

Although teacher education programs spend very little time on the development of listening skills, the importance of listening to communicative effectiveness can hardly be exaggerated. As good listeners, teachers: (1) establish a classroom environment conducive to learning; (2) make better pedagogical decisions based on good listening skills; and (3) model good listening behavior for students. The Speech Communication Association Committee on Assessment and Testing Subcommittee Report makes clear that the communication competencies of sending and receiving informative, affective, imaginative, ritualistic, and persuasive messages are important in being an effective teacher. The Steil model is helpful in understanding what happens during listening. The model is comprised of Sensing, Interpreting, Evaluating, and Responding to verbal and non-verbal cues. Teachers who wish to become better listeners, and foster a classroom environment where student interaction is encouraged should include speech courses and courses in instructional communication in their teacher education training. Practicing teachers may take such courses as part of their continuing education, or learn effective listening skills as part of inservice programs. Every facet of the educational process will benefit from attention to this important teaching strategy. (Eighteen notes are included.) (JC)

ED 288 308
EC 200 779

Mertens, Donna M.
Social Development for Hearing Impaired High School Youth.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). For a paper on a similar topic, see EC 200 778.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Emotional Adjustment; *Hearing Impairments; High Schools; *High School Students; Interpersonal Competence; *Mainstreaming; *Residential Schools; Self Concept; *Social Development; Social Environment; Social Integration; *Special Classes; Student Placement

Two studies were designed to examine the effect of school placement (specifically, mainstreamed versus self-contained classrooms) on the social development of hearing-impaired high school youth. In the first study, 85 hearing-impaired high school students (some in self-contained classrooms, and others mainstreamed) were assessed on measures of social adjustment, emotional adjustment, self-image, confusion, and integration. Results did not indicate any statistically significant differences for the social development measures. Regression analysis (used to determine if the degree of social maturity was related to sex, race, total hours mainstreamed, or reading level) indicated no significant relationship except for the variables of confusion and reading level. It could not be concluded that hearing-impaired students in mainstreamed classrooms experience poorer or enhanced social development than do their peers in self-contained classrooms. The second study involved 14 hearing-impaired students in an undergraduate psychology class at Gallaudet College (Washington, D.C.) who completed a questionnaire about their high-school experiences. Students in residential schools reported less confusion and felt more integrated into the school than mainstreamed students. Several factors contributing to social development and positive feelings about high school are cited. (JDD)

ED 288 001
CE 048 784

Israeli, Eitan
Lifelong Education in Israel: Continuity and Dilemmas.
PUB DATE- 85
NOTE- 19p.; Reprint from: International Year-Book of Adult Education, Band 12/13, 1984/85, p.11-27.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Adult Learning; Community Education; *Cultural Background; Cultural Context; Educational Planning; *Educational Trends; Foreign Countries; *Judaism; *Lifelong Learning; Postsecondary Education; Values
IDENTIFIERS- *Israel; *Jewish Culture

This paper examines the current state of lifelong education in Israel in the light of the Jewish concept of lifelong education. After presenting six basic elements of Judaism, the paper raises the question of whether there exists a continuity from the Jewish conception of lifelong education to its actual shape in modern Israel. An analysis is made of the adult/lifelong education provided by the Kibbutz and Moshav movements, the Israel Defence Forces, and women's voluntary organizations. A discussion of the contradictory faces of the Israeli person reveals some of the inconsistencies in the planning and provision of adult/lifelong education. The last section of the paper deals with three dilemmas: first, the rather unauthentic meaning of the concept of lifelong education in Israel today; second, the issue of the Text and the Rabbi; and third, the limits of change. (KC)

ED 288 170
CG 020 345

de Miranda, John
The Public Sector: A National Resource for Alcohol and Drug Treatment.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcoholism; *Community Programs; Drug Abuse; *Drug Rehabilitation; *Prevention; *Public Agencies
IDENTIFIERS- *Private Sector

Economic analysis of alcohol and drug treatment services usually focuses on understanding the private, profit-oriented, hospital-based setting. Professional publications of the alcoholism treatment field, as well as popular press and electronic media exposure, also focus heavily on the private system. Low cost, quality treatment services, however, are funded by all levels of government and are widely available. These public programs constitute a major national asset that parallels the private sector in scope and importance. The private and public sectors must work cooperatively to consolidate current gains in alcohol and drug treatment as groundwork for a permanent, integrated network of services. The network of community-based programs which comprise the public sector includes an eclectic array of providers that rely on the less costly, non-medical, social model approach to recovery. While the private sector focuses on treatment, the public sector targets significant resources at school-based and community prevention services. Such preventive activities can have a major impact on containing the progression of alcohol- and drug-related damages and, therefore, the costs to the health care system and society. The public treatment sector has provided substantial benefits to the public welfare. Careful planning and an appropriate commitment of funds are needed to continue the efforts of the public sector in alcohol and drug treatment. (NB)

ED 288 141
CG 020 314

Behm, Karen; Futrell, Eloise
Recording the Hard Times: A Workbook.
Louisiana State Univ., Baton Rouge. Cooperative Extension Service.
PUB DATE- Jul 87
NOTE- 9p.; Document is printed on colored paper. For related document, see CG 020 313.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Coping; *Preadolescents; *Stress Variables; Workbooks

This document contains a workbook to help young people between the ages of 11 and 15 handle the stress in their lives or the stress of their friends. Throughout the workbook, there are cues to users when it is time for them to stop and record their feelings. The workbook discusses symptoms of stress, situations that cause stress, reactions to stress, and how to get help during stressful times. (NB)